



**2018-2019 Principal Preparation Grant Program**  
**Application Due 5:00 p.m. CT, March 13, 2018**

NOGA ID

Three copies of the application are required to be submitted. **One copy MUST bear the original signature of a person authorized to bind the applicant to a contractual agreement.** All three copies must be received no later than the above-listed application due date and time at this address:

Document Control Center, Grants Administration Division  
Texas Education Agency  
1701 N. Congress Avenue  
Austin, TX 78701-1494

Application stamp-in date and time

**Grant Information**

Grant Period **04/13/2018** to **06/30/2019**

Program Authority **P.L. 114-95, ESSA, Title II, Part A**

☐ Pre-award costs are permitted.

☒ Pre-award costs are not permitted.

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**Required Attachments**

The following attachments are required to be submitted with the application. No other submitted materials will be reviewed.

The following four attachments, listed in the program guidelines:

1. IHE/EPP scope and sequence
2. IHE/EPP instructional coaching protocols
3. IHE/EPP course syllabus
4. IHE/EPP evaluation process and metrics

**Applicant Information**

Name **Snook ISD** CDN or Vendor ID **026903** ESC # **6** Campus # **002** DUNS # **100855063**

Address **10110 FM 2155 / PO Box 87** City **SNOOK** ZIP **77878** Phone **9792728307**

Primary Contact **Jerod Neff** Email **neffj@snookisd.org**

Secondary Contact **Darrell St. Clair** Email **stclaird@snookisd.org**

**Certification and Incorporation**

I understand that this application constitutes an offer and, if accepted by TEA or renegotiated to acceptance, will form a binding agreement. I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I certify that any ensuing program and activity will be conducted in accordance and compliance with all applicable federal and state laws and regulations. I further certify my acceptance of the requirements conveyed in the following portions of the grant application, as applicable:

- ☒ Grant application, guidelines, and instructions
- ☒ General Provisions and Assurances and any application-specific provisions and assurances
- ☒ Debarment and Suspension Certification
- ☒ Lobbying Certification

Authorized Official Name/Title **Brenda Krchnak** Signature  Date **3/8/2018**

Grant Writer Name **Jerod Neff** Signature  Date **3/8/2018**

☒ Grant writer is an employee of the applicant organization.

☐ Grant writer is not an employee of the applicant organization.

701-18-105-005

RFA # **701-18-105** SAS # **276-18**

**2018-2019 Principal Preparation Grant Program**

**Shared Services Arrangements**

- ☒ Shared services arrangements (SSAs) are permitted for this grant. **Check the box below if applying as fiscal agent.**  
 The organization submitting this application is the fiscal agent of a planned SSA. All participating agencies will enter  
☒ into a written SSA agreement describing fiscal agent and SSA member responsibilities. All participants understand  
 that the written SSA agreement is subject to negotiation and must be approved before a NOGA can be issued.
- ☐ SSAs are not permitted for this grant.

**Identify/Address Needs**

List up to three quantifiable needs, as identified in your needs assessment, that these program funds will address. Describe your plan for addressing each need.

Quantifiable Need	Plan for Addressing Need
In 2016-17 (TAPR), the Average Years Experience of Principal for Snook ISD was 1.5 years compared to the state average of 12.2 years.	Snook ISD will provide the means necessary to complete the appropriate coursework, professional development, and authentic experiences to create capable and committed administrators and teacher leaders for the years to come.
In 2016-17 (TAPR), the Average Years Experience of Assistant Principals for Snook ISD was 4.5 compared to the state average of 10.1 years.	Snook ISD will provide the means necessary to complete the appropriate coursework, professional development, and authentic experiences to create capable and committed administrators and teacher leaders for the years to come.

**SMART Goal**

Describe the summative SMART goal you have identified for this program (a goal that is Specific, Measurable, Achievable, Relevant, and Timely), either related to student outcome or consistent with the purpose of the grant.

By June 30, 2019, Snook ISD will have prepared 5 teachers to be Texas certified principals through a Shared Service Arrangement (SSA) with Lamar University in Beaumont, Texas.

**Measurable Progress**

Identify the benchmarks that you will use at the end of the first three grant quarters to measure progress toward meeting the process and implementation goals defined for the grant.

First-Quarter Benchmark:

April 2018 - Snook ISD and Participants agree to Memorandums of Understanding.  
 April 2018 - Participants submit applications to be eligible to enroll in the Educational Leadership Program at Lamar University.  
 May 2018 - Participants enroll in coursework at Lamar University for Summer of 2018.  
 June 2018 - Participants, Principals, and Lamar University Representative attend the Texas Principal Institute.

**Measurable Progress (Cont.)****Second-Quarter Benchmark:**

August 2018 - Participants submit transcripts of completed coursework for the Summer of 2018.

August 2018 - Participants enroll in coursework at Lamar University for Fall of 2018.

August 2018 - Participants with guidance from Principal and Lamar University Representative select a residency project for the school year.

August 2018-September 2018 - Participants report monthly on their residency project to the Principal or their designee.

**Third-Quarter Benchmark:**

October 2018-December 2018 - Participants and Lamar University Representative conduct on-site visits.

October 2018-December 2018 - Participants report monthly on their residency project to the Principal or their designee.

December 2018 - Participants submit transcripts of completed coursework for the Fall of 2018.

December 2018 - Participants enroll in coursework at Lamar University for the Spring of 2019.

December 2018 - Participants begin preparing for the TExES Principal exam.

**Project Evaluation and Modification**

Describe how you will use project evaluation data to determine when and how to modify your program. If your benchmarks or summative SMART goals do not show progress, describe how you will use evaluation data to modify your program for sustainability.

The likely Participants for the Snook ISD Principal Preparation Grant Program will all be starting at different places in their education. One likely Participant already has a master's degree, one will likely have a degree by the end of the fall semester, and three will be starting the education needed to be eligible to sit for the principal exam. As a result, what will be measured by each Participant will vary based on their starting points.

The primary measures for this grant are the completion of coursework, residency projects, degrees and principal certification exams. If Participants are not making sufficient progress on any of these measures, Participants will be paired with an appropriate administrator to provide the necessary assistance to move forward. Obstacles will also be reviewed to ensure the success of each individual Participant.

**Statutory/Program Requirements**

1. The LEA must provide sustained and rigorous clinical learning in an authentic school setting and substantial leadership responsibilities such as the ability to address and resolve a significant problem/challenge in the school that influences practice and student learning; the skills needed to establish and support effective and continuous professional development with assigned teaching staff; and the ability to facilitate stakeholders' efforts to build a collaborative team within the school to improve instructional practice, student achievement, and the school culture.

Snook ISD will establish an authentic residency project for each Participant. Each residency project will address a specific need stated in their 2018-2019 campus improvement plan. Residency projects are likely to address topics such as school safety, student behavior, instructional coaching, professional learning communities, school culture or local assessment analysis. Each residency project will be reported monthly to the Principal or their designee. Residency projects will be designed to give authentic experiences to the Participants so that they may develop as well-rounded instructional leaders.

**Statutory/Program Requirements (Cont.)**

2. The LEA must ensure that there is a systematic and informed targeted recruitment and selection process utilizing demonstrated criteria such as track record of measurable student achievement, evaluations/appraisals, interpersonal leadership, response to observations and feedback, and growth mindset to ensure quality of future principal pool. Plan for consideration of the following in LEA recruitment and selection strategy: degree to which the diversity of the residents mirrors that of the student population.

Snook ISD will ensure that all candidates (1) meet minimum requirements for the Principal Preparation Grant Program, (2) meet minimum admission requirements for Lamar University Educational Leadership Program, (3) possess proficient annual teacher evaluations without deficiencies, and (4) submit a letter of recommendation. These preliminary recruitment standards will ensure highly qualified and highly motivated candidates are selected.

3. The LEA must provide the name of the institution of higher education (IHE) or educator preparation program (EPP) providing principal preparation; the IHE's or EPP's scope and sequence that includes topics such as student culture routines, data-driven instruction, observation and feedback, team effectiveness, personal leadership, change management, and delivering effective professional development; and the IHE's or EPP's required reading and textbooks.

Attached is the scope and sequence for Lamar University that includes student culture routines, data-driven instruction, observation and feedback, team effectiveness, personal leadership, change management, and delivering effective professional development along with required reading and textbooks.



**Statutory/Program Requirements (Cont.)**

4. The LEA must provide the IHE's or EPP's candidate evaluation process and metrics; IHE's or EPP's instructional coaching protocols such as the tools used during observations to identify the highest leverage action steps for the principal resident and the protocol the IHE or EPP uses to conduct feedback sessions.

Attached are the Lamar University evaluation process and metrics, instructional coaching protocols, and protocols for conducting feedback sessions.

**Statutory/Program Assurances**

☒ The LEA must assure that the principal preparation residency is at least one year in length.

The LEA must assure that partner IHE/EPP provides residents with certification; evidence-based coursework; opportunities  
☒ to practice and be evaluated in a school setting; and in-person and on-site coaching and evaluation with a minimum of three visits per year.

☒ The LEA must assure that residents do not hold a principal certification in the state of Texas.

☒ The LEA must assure that resident will receive ongoing support from an effective mentor principal or school leader who ensures the resident is exposed to substantial leadership opportunities.

☒ The LEA must assure that all participating residents, mentor principals, and an EPP representative managing resident's on-site coaching will be present at TEA Principal Preparation Summer Institute on or around June 6-8, 2018.

Total number of principal residents to be served (maximum 10 per LEA) CDN or Vendor ID **Request for Grant Funds**

List all the allowable grant-related activities and other costs for which you are requesting to expend grant funds, along with the amount of grant funds you are requesting for each. The maximum grant amount you are awarded will not exceed the total you request. Before funds are awarded, you will be required to budget your planned expenditures by class/object code. In the list, group similar activities and costs, keeping salaries, contracts, computers, and other related expenses together.

Description of Activity or Cost	Amount Budgeted
1. Travel, Meals & Lodging (\$600 per Participant (5) + \$600 per Principal (1) + \$600 per IHE Rep (1))	\$4,200
2. Mentor Stipends (\$1,000 per Participant (5))	\$5,000
3. Principal Exam Fee (\$150 per Participant (5))	\$750
4. Substitutes (\$200 per Participant (5) - Designated for On-Site Visits and Exam Day)	\$1,000
5. Tuition Reimbursement (\$10,810 per Participant (5))	\$54,050
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25. TOTAL	\$65,000

Total grant award requested



COLLEGE OF EDUCATION & HUMAN DEVELOPMENT

**LAMAR UNIVERSITY**

**DOCUMENTATION:  
PRINCIPAL PREPARATION  
GRANT**



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# **COURSE DESCRIPTIONS**

# LAMAR UNIVERSITY

## College of Education and Human Development

### Department of Education Leadership

#### Master of Education in Educational Administration (Online)

The Master of Education in Educational Administration online degree program is designed to help educators develop leadership skills that allow them to build diverse, inclusive learning communities of continuous improvement. With instruction from experienced superintendents and relevant, research-based content based on the needs of today's educators and school districts, you will become fully prepared for the state principal certification exam.

#### Program Description:

Ranked as a top affordable online graduate education program by both U.S. News & World Report and GetEducated.com, Lamar University's M.Ed. in Educational Administration online program gives you the benefit of hands-on experience from day one, immersing yourself in research and gaining valuable real-world experience throughout the program. You will begin by delving into the planning, designing and methodology of your research proposal and build skills in gathering and analyzing data.

In addition to research and evidence-based instructional and curriculum management skills, you will also learn best practices and techniques for instructional leadership related to curriculum, instruction, supervision, and theories and methods for adult learning and professional development. By developing effective communication and mentoring skills, you will also gain skills in teacher evaluation and personnel management. Finally, through internship experiences in supervision and principalship, you will gain job-related experience in supervision and facilities management.

\*Price includes distance learning fee.

#### Mission Statement:

The mission of the Department of Educational Leadership is to provide graduate education at the Master or Doctoral levels to enable students to enter leadership careers in schools, districts, higher education and to provide counseling in schools, community agencies or private practice.

A goal of the Educational Leadership Department is for students to develop the knowledge, skills and competence required for administrative leadership and professional practice. Our instructional mission emphasizes quality teaching within a learner-centered environment. Continuing education is provided to educators who must continually be engaged in professional development. The Department recruits and retains able students with an attention to diversity.

#### Guiding Principles:

As a department we will always:

1. Support curriculum that is relevant and based on research, standards, and best practice.
2. Keep students and their success as our highest priority.
3. Be committed to continuous personal development.
4. Maintain integrity as a foundation for all our actions and decisions.
5. Build and support the same kind of behavior that we expect from students including functioning as a team and work.
6. Listen to the needs of practicing leaders in the communities we serve.
7. Encourage the use of technology to extend learning.
8. Promote the creation of a work environment that builds in team activities and focuses on project development.



### **Program Format:**

In this accelerated and fully online program, you can complete your course work in as little as 18 months. Courses are weeks in duration and have a minimum of one week off between courses. Individual class modules are one week in duration and include the weekend to complete all assignments. The learning environment within the program provides a rich and engaging experience where students collaborate with others who have similar interests. The program also provides collaborative research opportunities that blend academic rigor with real-world applications.

### **Courses:**

30 hours of coursework includes the capstone Internship (EDLD 5398) course, which requires successful completion of all other courses prior to enrollment. Courses are offered on a rotational basis and not every course is offered in each session. EDLD 5311 and EDLD 5398 are offered each session.

The Texas Education Agency requires students in online programs who live and work out of state and who plan to apply for Texas Principal Certification to undergo review of teaching credentials by the Texas Education Agency.

Note: Lamar University Graduate Education Programs do not permit students to take coursework for transient credit.

### **Program Cost:\***

Tuition and fees for the program are currently under \$9,000 including required textbooks\*. Financial aid is available to those who qualify. Please contact us for more information.

### **Accreditation Statement:**

Lamar University is accredited by the National Council for the Accreditation of Teacher Education (NCATE) and by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) to award associate, baccalaureate, masters, and doctorate degrees.

### **Lamar University at Glance:**

Founded in 1923, Lamar University is a doctoral research university dedicated to providing a learning environment of the highest quality. Located in Beaumont, Texas and home to nearly 15,000 students, Lamar University is one of the fastest growing universities in the state and is a member of the Texas State University System. Lamar University is a globally focused institution with students from 56 different countries represented in the university enrollment.

### **The College of Education and Human Development at a Glance:**

Lamar's College of Education for Human Development graduate program is one of the largest in the US with over 4,000 students. Ranked in the top 50 of U.S. News Best Online Programs for Graduate Education programs. Lamar University is widely known as an international leader in quality.



# **LAMAR UNIVERSITY**

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\*Tuition and fees are subject to change without notice by action of the Board of Regents or the Texas State Legislature.

†Degree Plan subject to change due to availability of courses.

## **Master's Degree in Educational Administration (Online Only)**

### **EDLD 5311 Fundamentals of Leadership**

This course provides students the opportunity to construct a foundation of leadership through fundamental theories of leadership. Students define their own purpose of leadership and begin to develop the basic skills required to build communities that support learning for all students. Special emphasis is given to leadership as relationships between and among people and systems.

### **EDLD 5326 School Community Relations**

This course provides a foundation for developing relationships with stakeholders within the school community; students, faculty, parents, and the community at large for the expressed goal of supporting student learning. A fundamental purpose of the course is to understand and implement strategies to develop essential partnerships between schools and the larger community to foster student learning and achievement.

### **EDLD 5333 Leadership for Accountability**

This course concentrates on both short and long-range district and campus planning. Students will examine the state accountability system; disaggregate data, and use data and resources to improve instruction and the curriculum. An emphasis will be placed on problem solving techniques and facilitation skills of effective school leaders.

### **EDLD 5335 Curriculum Management**

This course builds an understanding of curriculum models, curriculum frameworks, including those articulated at the state level, alignment of instruction to standards, and assessment of learning outcomes. District level curriculum and policies are reviewed. The alignment of policy, goals, and human resources are examined with application to a specified school context.

### **EDLD 5339 The Principalship**

This course positions the school leader as the effective manager of the organization and its operations. Multiple topics are addressed such as; safe and effective learning environments, student support services, school policies and procedures, discipline management, behavior intervention, and fiscal issues in school management.

### **EDLD 5344 School Law**

This course provides teachers a foundation to understand the legal, ethical, and policy dimensions of education. Special emphasis is given to the interpretation of case law, Texas Education Code, and federal and state statutes.

### **EDLD 5345 Human Resource Management**

This course focuses on building the human resources to support the learning and instructional mission of the school and the attainment of school goals. Topics include: cultural competency, change management, ethical considerations in interactions with others, district policy and its relationship to personnel, confidentiality, employment and personnel law, contract renewal and nonrenewal, teacher development, and an understanding of motivational theories and its application within the school environment.

### **EDLD 5352 Instructional Leadership**

This course emphasizes techniques for improving instruction and learning through the application of the research on effective schools and on models of instruction. Topics include leadership related to curriculum, instruction, supervision, meeting the need of diverse students, and theories and methods for adult learning and professional development. The principal as the leader of learning involves such tasks as teacher evaluation, supervision, mentoring, and effective communication.

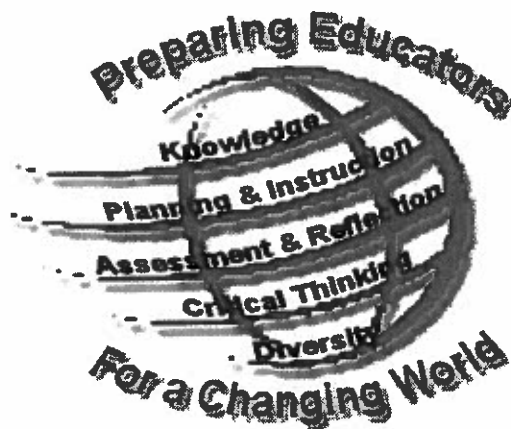
### **EDLD 5397 Internship for Supervision**

This course is designed to give job-related experience under the joint supervision of a school district/campus mentor and faculty of Lamar University.

### **EDLD 5398 Internship in Administration**

The Internship is a capstone experience designed to guide aspiring leaders to demonstrate proficiency associated with campus leadership. The final hours of the internship are completed under the supervision of a practicing school administrator. A qualifying examination is required before a student can apply to take the state certification examination.

# **COURSE SYLLABI (SCOPE & SEQUENCE)**



## **Course Syllabus**

### **EDLD 5311: Fundamentals of Leadership and Technology**

The Conceptual Framework of the Lamar University undergraduate and graduate educator preparation programs illuminates the vision of the faculty. The programs prepare educators for a changing world by requiring as outcomes pedagogical content knowledge, content proficiency, pedagogical knowledge, communications skills, values and analytical abilities. Critical thinking is a must for responding to the diverse needs of Pk – 12 students in myriad and changing settings. Lamar University educator preparation candidates also develop the dispositions and habits of mind that encourage “self – learning” and “lifelong learning”, that will enable them to encounter change with confidence.

#### **I. Course Prefix, Number, and Title**

EDLD 5311 Fundamentals of Leadership

#### **II. Department Address**

College of Education and Human Development Department of  
Educational Leadership  
P O Box 10034  
Beaumont, Texas 77710  
Phone: (409) 880-8689  
FAX: (409) 880-8685

#### **III. Course Professors**

Name: Steven Beagle, Ed.D.  
Sections: A01, A02, A03, A04  
[swbeagle1@lamar.edu](mailto:swbeagle1@lamar.edu)

Name: Kenneth Cummings, Ed.D.  
Sections: P01, P02, P03, P10, P11  
[kecumming@lamar.edu](mailto:kecumming@lamar.edu)



#### IV. Course Description

Fundamentals of Leadership and Technology is the orientation course in the master's degree and principal certification program, and is required of all students enrolled in these programs. Students are required to meet all of the admissions requirements to be admitted fully to the program. Requirements include: valid teaching certificate, two years verifiable teaching experience, and employment on a TEA approved campus. **\*\*Please note that out of state students may not be required to meet all requirements\*\***

This course is designed to assist each student in assessing his/her status in relation to the principal preparation competencies, which provide a sound foundation for becoming a successful principal or school leader. It also begins the portfolio process that documents individual growth activities designed to help each student attain leadership knowledge and skills.

This course includes candidates from three diverse programs, Master's in Educational Administration, Master's in Educational Technology Leadership, and Principal Certification Only. Although each of the three programs leads to principal certification, they each have unique requirements. It is critical for success in this course that you view all videos, complete all readings, and complete all assignments (projects and discussion boards). Web conferences will be held each week and you are strongly encouraged to attend. The web conferences will be recorded and if you cannot attend in person, you are **required** to review the recordings for important course information. Another key component to your success is checking course announcements and your Lamar email daily. **Important course information is disseminated through course announcements and/or your Lamar email account. It is the responsibility of the student to attend/or view web conferences and to check email and announcements daily.**

#### V. Course Standards

This course is aligned with both state and national standards, and identifies activities to address those standards. State accreditation is based on program standards adopted by the State Board of Educator Certification (SBEC). National accreditation is based on program standards of the National Council for Accreditation of Teacher Education (NCATE), and the standards specific to educational administration by the Educational Leadership Constituent Council (ELCC). The National Policy Board of Educational Administration adopted the Interstate School Leader Licensure Consortium (ISLLC) standards that are supported by NCATE and ELCC. The national standards are aligned with SBEC standards for principals. These standards serve as the foundation for the courses within the Principal Certification Program, and help assure that the prescribed course of study is authoritative and represents best practice in the field.

#### VI. Course Outcomes

##### *Learning Outcomes:*

1. Navigate Bb
2. Actively participate in an Adobe Connect web conferences
3. Successfully submit assignments to Bb in assignment template
4. Be familiar with the program(s) and understand the program(s) requirements
5. Identify their Instructional Associate and their Course Professor
6. Identify their Bb section

7. Gain insight in personal leadership strengths and weaknesses by completing four assessments, including Keirsey Temperament, motivation beliefs, task versus people profile, and ethical orientation.
8. Become knowledgeable of the ELCC, ISLLC and SBEC (Texas) standards, including domains, competencies, and indicators.
9. Gain leadership knowledge by conducting interviews with two respected educational leaders.
10. Become knowledgeable of the importance of the twelve leadership skills by reading and summarizing a case study.
11. Become knowledgeable of each of the distinct “eras” of leadership theory.
12. Gain insight in personal leadership strengths and weaknesses and technology literacy and skills by completing four assessments.
13. Examine different data sources that can be used to make informed decisions about technology.
14. Acquire the knowledge, skills, and tools to determine progress toward meeting technology goals.
15. Recognize the needs of digital-age students, and acquire strategies and tools to meet those needs.
16. Identify the skills and tools needed to navigate the new information landscape of 21<sup>st</sup> Century schools and establish online learning communities.
17. Describe strategies for evaluating and determining the effectiveness of professional development.
18. Identify social, legal, and ethical issues related to technology and teaching and learning.
19. Examine responsible decision making related to technology and teaching and learning.

*Performance Outcomes:*

1. Purchase Tk20- <https://lamar.tk20.com>
2. Submit an assignment correctly in Bb using the template
3. Identify their course professor
4. Identify their IA
5. Identify their Section Number
6. Develop and/or update an educational leadership vita.
7. Post a summary and reflections from your leader interviews, and compare with other class interviews and personal beliefs.
8. Analyze a case and provide relevant recommendations for the leader with a focus on the twelve leadership skills.
9. Utilizing the self-assessments, vita, standards, interviews, case study, and readings, collaborate with your site supervisor(s) in the design of your practicum plan.
10. Develop an electronic portfolio, and begin posting relevant documentation from course assignments and other practicum activities at your school or district.
11. Use skills and tools that support online learning communities for the purpose of improving student achievement.
12. Reflect on the outcomes and key learning of the course.
13. Utilizing the self-assessments, standards, and readings, collaborate with your site mentor in the design of your practicum plan.
14. Begin posting relevant documentation from course assignments and other internship field-based activities at your school or district.

## **VII. Textbook and Required Materials**

Martin, G. E., Danzig, A. B., Wright, W. F., Flanary, R. A., & Orr, M. T. (2017). *School leader internship: Developing, monitoring, and evaluating your leadership experience*, (4<sup>th</sup> Ed.). New York, NY: Routledge.

## **VIII. Instructional Associates**

Each course section has an assigned instructional associate who will be your primary point of contact and provide support throughout the course. Information regarding your assigned Instructional Associate will be provided through an e-mail or course announcement. Your IA will provide a welcome and introductory letter with his/her contact information. Course activities, assignments, questions, and correspondence are to be emailed to your assigned IA first. If you need further assistance, please contact the professor assigned to your section.

## **IX. Course Expectations**

Students are expected to review the course syllabus prior to completing any course activity. Students are expected to participate in the discussion forum and keep current with the course schedule, assignment due dates, and assigned readings. Student work is expected to be submitted in the required format for each assignment, follow directions and rubrics in order to receive maximum points. When working in groups, all members of the group are expected to fully participate in the activity. It is the student's responsibility to maintain appropriate equipment and access to the online environment in order to fully participate in the class.

Student conduct regulations, as found in the Lamar University *Student Handbook*, apply to all graduate students. These regulations include policies relating to academic dishonesty, plagiarism, university disciplinary code, and student rights and responsibilities. It is the responsibility of all graduate students to read the *Student Handbook* and to abide by all university regulations. The student can be found at <http://students.lamar.edu/student-handbook.html>.

### **A. Participation/Attendance**

Students are expected to log into the current course on the first day of the first week of the session (normally a Monday). Students will be dropped, without refund, after the first week for non-participations.

### **B. Academic Honesty**

Academic honesty is expected on all assignments. All work submitted must be your own work. This includes plagiarism of both published and unpublished information. Clearly cite references when using another's ideas and use the American Psychological Association (APA) 6th Ed. for referencing both in body of a paper and reference section. Plagiarism is not just copying another's work, but it also occurs if you do not cite information that is paraphrased.

We understand that some student work is independent and some is collaborative. Please remember that even in collaborative assignments, students must submit original work. This means that two or more students may not submit assignments that are more than 15% plagiarized. It is the

responsibility of each student to understand what constitutes plagiarism. Students will be held responsible for any incidences of plagiarism, accidental or not.

University policy on academic dishonesty, including plagiarism, cheating, and collusion, may be found in the *Student Handbook* published online at [www.lamar.edu/studenthandbook](http://www.lamar.edu/studenthandbook).

### **C. Special Accommodations**

Lamar University is committed to providing equitable access to learning opportunities for all students. The Disability Resource Center (DRC) is located in the Communications building room 105. Office staff collaborates with students who have disabilities to provide and/or arrange reasonable accommodations. For more information, visit the link <http://www.lamar.edu/disability-resource-center/>.

If you have, or think you may have, a disability (e.g., mental health, attentional, learning, chronic health, sensory, or physical), please contact the DRC at 409-880-8347 or [drc@lamar.edu](mailto:drc@lamar.edu) to arrange a confidential appointment with the Director of the DRC to explore possible options regarding equitable access and reasonable accommodations. If you are registered with DRC and have a current letter requesting reasonable accommodations, we encourage you to contact your instructor early in the semester to review how the accommodations will be applied in the course.

### **D. Class Communication Guidelines**

Graduate level discourse welcomes and respects differing opinions and perspectives.

Our differences add richness to the learning experience. Each student is expected to use constructive and professional language and intention in all written / oral communication. Please refrain from sarcasm, humor, or any judgments of a personal nature toward any other individual. Debate and critique of ideas, concepts, and issues are invited. Adhere to the same standards of behavior online that you follow in real life when writing emails or posting on the discussion board. More information on the student code of conduct can be found in the student handbook located at <http://students.lamar.edu/student-handbook.html#generalprovisions>.

### **E. Privacy Policy Links for Online Services & Accessibility Policy Links**

#### **Privacy Policies**

Blackboard: <http://www.blackboard.com/Footer/Privacy-Center.aspx>

Adobe Connect: <http://www.adobe.com/privacy.html>

#### **Accessibility Policies**

Mozilla Firefox: <https://support.mozilla.org/en-US/kb/accessibility-features-firefoxmake-firefox-and-we>

Microsoft: <https://www.microsoft.com/enable/microsoft/mission.aspx>

Adobe Acrobat: <http://www.adobe.com/accessibility/products/acrobat.html>

## **X. Technology Prerequisites**

In this course, students should feel confident about their ability to navigate through typical websites and to use common word processing software in order to submit written assignments.

You need to be able to:

- Navigate websites, including downloading and reading files from them.
- Download and install software or plug-ins such as Adobe Reader, Window Media Player or Flash.
- Use e-mail, including attaching and downloading documents/files from e-mail.

- Save files in commonly used word processing formats (.doc, .docx, .rtf).
- Copy and paste text and other items in computer documents.
- Save and retrieve documents and files on your computer.
- Locate information on the Internet using search engines.
- Locate information in the library using the online catalog.

The system requirements for this course are:

#### **A. Computer/Technology Requirements**

1. Students will need regular access to a computer with a broadband Internet connection. The minimum computer requirements are:

- Any current Flash-compliant browser (recent versions of Firefox or Safari)
- 4 GB of RAM, 8 GB or more preferred.
  - **\*\*Please note that Blackboard may not support Internet Explorer or Chrome.**
- Broadband connection (cable modem, DSL, or other high speed) required – courses are heavily video intensive
- Video display capable of high-color 16-bit display–1024 x 768 or higher resolution
- A sound card and speakers or headphones
- Current anti-virus software must be installed and kept up to date.
- Students will need some additional free software for enhanced web browsing.

Be certain to download the free versions of the software. Most home computers purchased within the last 3 - 4 years meet or surpass these requirements.

- Use Firefox (<https://www.mozilla.org/en-US/firefox/new>)
- Adobe Reader (<https://get.adobe.com/reader/>)
- Flash Player (<https://get.adobe.com/flashplayer/>)
- Java (<https://www.java.com>)
  - **Attention:** If you use 32-bit and 64-bit browsers interchangeably, you will need to install both 32-bit and 64-bit Java in order to have the Java plug-in for both browsers.  
»FAQ about 64-bit Java for Windows

2. At a minimum, students must have Microsoft Office 2010 or newer or OpenOffice, or Student Office for Mac 2011 or newer. Microsoft Office is the standard office productivity software utilized by faculty, students, and staff. Microsoft Word is the standard word processing software, Microsoft Excel is the standard spreadsheet software, and Microsoft PowerPoint is the standard presentation software.

Microsoft Office 365 is readily available for students. Students can either use this software package online or download and install it on their computer. To access MS Office 365, log into LUConnect and click the “Students” tab. Copying and pasting, along with attaching/uploading documents for assignment submission will also be required. If you do not have Microsoft Office or Student Office for Mac, you can check with the bookstore to see if they have any student copies.

#### **D. LUConnect Gateway**

Students are asked to obtain a Lamar Electronic Account username and password so they can log into LUConnect. Students may get information on how to get into LUConnect through the following

links: Goto <http://www.lamar.edu/> and then click on the LUConnect link on the left top corner of the screen. Follow the steps to secure your LUConnect Username and password. The LUConnect portal will be used for email correspondence between the professor and the class and to access this course in Blackboard.

For questions regarding your LUConnect account (setting up your account or email, username, and password issues), email us at <http://luconnect.lamar.edu> or call us at 409-880-2222, 8:00am to 5:00pm, Monday through Friday.

### **C. Blackboard Learning Management System**

This course is asynchronous and fully online using the Blackboard (Bb) Learning Management System. Please take some time to navigate the tabs in Bb. Some live weekly sessions may be scheduled through Adobe Connect at the discretion of the instructor. Students not able to attend live sessions are expected to view the recording.

All technical support questions (including password questions) for Blackboard should be addressed to Blackboard via one of the methods below:

Email: [blackboard@lamar.edu](mailto:blackboard@lamar.edu)

Daytime Support: 409.880.2222

Toll Free: 1.866.585.1738

More Blackboard support information can be found at <http://luonline.lamar.edu/blackboard-support/>.

### **D. Adobe Connect Web Conferences**

You do not need to download or purchase additional software to participate in the conference. However, a headset with microphone and Web camera are preferred equipment. You will be provided with an Adobe Connect link to access the web conferences, if needed. You will not need a username or password when logging into Adobe Connect. Please log in as a guest and enter your name and section number.

You can access Adobe Connect by going to <http://lamar.adobeconnect.com>.

### **E. Tk20 - Electronic Portfolio**

Tk20 is the official electronic portfolio software of Lamar University College of Education and Human Development. Program required signature assessments, practicum logs, mentor evaluations and other documents are archived through the Tk20 secure portal. All signature assessments will be graded via Tk20, available at <http://lamar.tk20.com>. It is the responsibility of each student pursuing any degree or certification as an educator to purchase an account to access and use Tk20. The account activation fee is considered a professional expense incurred as a part of an educator preparation program. The user account may be utilized for seven years from the activation date. For assistance with purchasing or using Tk20, contact the Lamar Tk20 helpdesk at [tk20@lamar.edu](mailto:tk20@lamar.edu) or call 409-880-7608.

**Tk20 requirements for this course include submitting the following documents to the Tk20 5311 Course Binder under the Course Requirements tab: self-disposition survey, cultural diversity survey, practicum plan, practicum plan signature page, practicum student**



information, student acceptance form, student handbook signature page, and teaching certificate. This portion of TK20 must be completed by the end of week 3. Additionally, students will be required to save the following items in their Tk20 5311 Course Binder under the **Practicum Requirements tab**: mentor information, mentor training signature page, assurances for mentor qualifications, teaching certificate, and the embedded code to the observation video. The second part of TK20 must be completed by the end of week 4. Failure to save these artifacts will result in receiving an “Incomplete” in the course and the student will not be able to continue with other courses until this has been resolved. If the observation video is not satisfactorily completed before the end of the course, a failing grade will be assigned and the student will be re-enrollment in EDLD 5311.

## **XI. Grading and Evaluation**

### *General Assessment Criteria for All Student Work:*

The instructors and coaches will be asking the following questions in assessing student work in this course:

- How well does the student work address the criteria outlined in the rubric?
- Was the student work completed in a timely manner?
- Does the student work exhibit intellectual honesty and commitment?

Specific instructions and rubrics for all assignments are included on the assignment documents.

### *Discussion Board:*

Initial post(s) is due on Wednesday each unless otherwise specified and responses to colleague's by the end of the week (11:59 pm CST).

### *Web Conference Reflection:*

Web Conference reflections will be due at the end of the week (11:59 pm CST). Students are expected to reflect on topic thoroughly and scholarly. Information for the reflection will be presented each week in the web conference.

### *Weekly Assignment:*

Each week students will have a weekly assignment due at the end of the week (11:59 pm CST). The weekly web conference will be extremely helpful to students in clarifying any misunderstandings regarding weekly assignments.

### *Late Policy:*

No late work will be accepted unless there are extenuating circumstances. Extenuating circumstances must be discussed with course professor before the due date for the assignment. Course professor will decide if extenuating circumstances exist for a deadline extension.

Please do not wait until the last minute to submit your assignments or web conference reflections. If you have any challenges in submitting, don't hesitate to immediately contact Tech Support for assistance.

**Grading Policy:**

Points will be awarded for assignments as follows:

<b>Assignment</b>	<b>Accomplished</b>	<b>Proficient</b>	<b>Needs Improvement</b>	<b>Unacceptable</b>
Week 1 Program Admissions	60	48	42	0
Week 1 Discussion	20	N/A	N/A	0
Week 1 Web Conference Reflection	20	N/A	N/A	0
Week 2 Personal Assessment	60	48	42	0
Week 2 Discussion	20			0
Week 2 Web Conference Reflection	20			0
Week 3 Leadership Interviews/Vita	60	48	42	0
Week 3 Discussion	20			0
Week 3 Web Conference Reflection	20			0
Week 4 Case Study	60	48	42	0
Week 4 Web Conference Reflection	20			0
Week 4 Discussion	20			0
<b>Observation Video</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
Tk20 Submission 1 <sup>st</sup> Part in Week 3 (50 pts) 2 <sup>nd</sup> Part in Week 4 (50 pts)	100	0	0	0
Week 5 Leadership Paper	60	48	42	0
Week 5 Discussion	20			0
Week 5 Web conference Reflection	20			0
<b>Total Points Available</b>	<b>600</b>			

A = 90-100% (540-600 points)

B = 80-89% (480-539 points)

C = 70-79% (420-479 points)

F = Below 70% (Below 420 points)

## **XII. Academic Continuity Plan**

In the event of an announced campus closure in excess of four days due to a hurricane or other disaster, students are expected to login to Lamar University's website's homepage [www.lamar.edu](http://www.lamar.edu) for instructions about continuing courses remotely.

## **XIII. Field Observation Video Submission**

All students are required to embed their Observing video in their Tk20 course binder. A Lamar Faculty Field Supervisor will contact each student via an email letter explaining how they will be available to answer questions and review video submissions to be sure all the required components are in the video in TK20.

## **XIV. Sexual Harassment:**

In accordance with administrative policy, sexual harassment is reprehensible and will not be tolerated by the university. Behavior in the course must conform to the university policy.

## **XV. Drop/Add Policy:**

It is your responsibility to make sure that you are officially enrolled in this course. If, at any point, you decide to not participate in this course, it is your responsibility to officially drop or withdraw from enrollment. Failure to do so may result in a failing grade. Drops after the course begins may carry financial penalty in that full reimbursement may not be possible.

For further information, contact [luacademic@lamar.edu](mailto:luacademic@lamar.edu)

Course Content	
<b>Week 1</b>	<p><b>Topic: Course and Program Overview:</b></p> <p><b>Assigned Readings:</b>            Blackboard Orientation            Adobe Connect Quick Guide            Syllabus</p> <p><b>Videos:</b>            How to be a successful online learner</p> <p><b>Discussion:</b>            △ Introduce yourself and describe why you are in this program.</p> <p><b>Assignment:</b>            △ Complete all readings            △ Review Videos            △ Answer questions from readings and videos            △ Submit assignment template correctly</p>

Course Content	
<b>Week 2</b>	<p><b>Topic: Course Overview and Self-Assessments</b></p> <p><b>Videos:</b></p> <p><b>Assigned Readings:</b>            School Leader Internship: Developing, Monitoring, and Evaluating Your Leadership Experience - G. E. Martin et al. textbook</p> <p>Introduction (pg. 1-10)            Motivating and Developing Others (pg. 134-135)            Internship Assessment (pg. 1-23 from 3<sup>rd</sup> ed., pdf provided in week two content)</p> <p><b>Discussion:</b>            △ Give an example of a change in your personal behavior or classroom procedures based on the discovery of new information about a student.            △ Give an example of an ethical dilemma you have faced, and how you handled it.</p> <p><b>Assignment:</b>            △ Complete the Week 2 Assignment, "Personal Assessment."            △ Submit the assignment by the end of Week 2</p>

Course Content	
<b>Week 3</b>	<p><b>Topic: Leadership Interviews</b></p> <p>Leadership Interviews</p> <ul style="list-style-type: none"> <li>• Leadership vs. Management</li> <li>• Leader Interviews</li> </ul> <p><b>Assigned Readings:</b> Leadership Eras- Located in Resource Section  <i>School Leader Internship: Developing, Monitoring, and Evaluating Your Leadership Experience - G. E. Martin et al. textbook</i></p> <p>Summative Evaluation (pg 149-153) See also Appendix A</p> <p><b>Discussion:</b></p> <ul style="list-style-type: none"> <li>△ Provide two examples of accomplishments you have achieved in your current position.</li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>△ Complete the Week 3 Assignment, "Leader Interviews." Submit the assignment by the end of Week 3.</li> </ul>

Course Content	
<b>Week 4</b>	<p><b>Topic: Leadership Case Study/Practicum Plan</b></p> <p><b>Videos:</b> Leadership Case Study</p> <ul style="list-style-type: none"> <li>△ Introduction</li> </ul> <p><b>Assigned Readings:</b> Case Study- Located in Resource Section  <i>School Leader Internship: Developing, Monitoring, and Evaluating Your Leadership Experience - G. E. Martin et al. textbook</i></p> <p>Theory into Practice: Using the 12 Major Skills (pg.126-144).</p> <p><b>Discussion:</b></p> <ul style="list-style-type: none"> <li>△ Apply one of the leadership skills discussed this week to a real situation taking place at your school.</li> <li>△ Describe how you would deal with the situation as a school leader.</li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>△ Complete the Week 4 Assignment, "Leadership Case Study."</li> <li>△ Meet with campus mentor to discuss practicum plan.</li> <li>△ Submit the assignment by the end of Week 4.</li> <li>△ Submit Observing Video to Blackboard.</li> <li>△ Complete TK20 Assignment.</li> </ul>

Course Content	
Week 5	<p><b>Topic: Leadership Style and Philosophy</b></p> <p><b>Videos: Ten Leadership Theories in 5 Minutes</b>  <b>Steve Jobs Talks about Managing People</b></p> <p><b>Assigned Readings:</b> The Plan (pg. 19-122)  <i>School Leader Internship: Developing, Monitoring, and Evaluating Your Leadership Experience - G. E. Martin et al. textbook</i></p> <p><b>Discussion:</b></p> <p>△ What is leadership? There are almost as many definitions of leadership as there are books and opinions about leadership. What is your definition of leadership? How is leadership different from management?</p> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>△ Complete the Week 5 Assignment "Leadership Paper"</li> <li>△ Submit the assignment by the end of Week 5.</li> <li>△ Complete Course Evaluation</li> </ul>



**Lamar University**  
**College of Education and Human**  
**Development Department of Educational**  
**Leadership**

**SYLLABUS**



*The CONCEPTUAL FRAMEWORK of the Lamar University undergraduate and graduate educator preparation programs illuminates the vision of the faculty. The programs prepare educators for a changing world by requiring as outcomes general education, pedagogical content knowledge, content proficiency, pedagogical strategies, communication skills, values, and analytical abilities. Critical thinking is required for responding to the diverse needs of P-12 students in myriad and changing settings. Lamar University educator preparation candidates also develop dispositions and habits of mind needed for “self-learning” and lifelong learning”, that will equip them to encounter problems and change with confidence.*

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**I. EDLD 5326 School Community Relations**

**II. Department Address**

Department of Educational Leadership  
Lamar University  
P O Box 10034  
Beaumont, TX 77710  
Phone: (409) 880-8689  
FAX: (409) 880-8685

**III. Course Professors**

**A. Lead Professor**

Name: Dr. L. Kay Abernathy  
Title: Associate Professor  
Phone: (409) 880-8689  
E-mail: lkabernathy@lamar.edu

Virtual Office Hours: Monday-Thursday 2:00 pm – 8:00 p.m. and by appointment.

**B. Co- Professor (assigned to designated sections)**

Name: Dr. Glen Harrison

Title: Clinical Instructor

Phone: 940-389-9221

Lamar Email: [gaharrison@lamar.edu](mailto:gaharrison@lamar.edu)

Virtual Office Hours: Until 10 p.m.

See Announcements in Blackboard for Adobe Connect link to the weekly web conferences. It is the responsibility of the student to read the announcements for information and updates to the course and/or syllabus.

- IV. Course Description** This course provides a foundation for developing relationships with stakeholders within the school community; students, faculty, parents, and the community at large for the expressed goal of supporting student learning. A fundamental purpose of the course is to understand and implement strategies to develop essential partnerships between schools and the larger community to foster student learning and achievement.

**Standards** This course has been aligned with state and national standards as well as the Competencies of the Texas Examinations of Educator Standards (TExES), Field 068 Principal Exam. The competencies document, located in the Principal Test Framework, and the Standards for Principals, are both found on the website of the Texas State Board for Educator Certification (SBEC). Reference these documents now; they should guide your learning. They are also the basis of the comprehensive competency exam for the M.Ed. in Educational Administration necessary for approval to take the TExES.

The content is also aligned with national standards articulated by the National Policy Board for Educational Administration and the Educational Leadership Constituency Council (ELCC).

The ELCC standard related to this course include: Standard 4.0: A building-level education leader applies knowledge that promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources on behalf of the school by collecting and analyzing information pertinent to improvement of the school's educational environment; promotes an understanding, appreciation, and use of the diverse cultural, social, and intellectual resources within the school community; building and sustaining positive relationships with families and caregivers; and cultivating productive school relationships with community partners.

ELCC Standard Elements:

ELCC 4.1: Candidates understand and can collaborate with faculty and community members by collecting and analyzing information pertinent to the improvement of the

school's educational environment.

ELCC 4.2: Candidates understand and can mobilize community resources by promoting an understanding, appreciation, and use of diverse cultural, social, and intellectual resources within the school community.

ELCC 4.3: Candidates understand and can respond to community interests and needs by building and sustaining positive school relationships with families and caregivers.

ELCC 4.4: Candidates understand and can respond to community interests and needs by building and sustaining productive school relationships with community partners.

**(b) School Culture: The Principal:**

(11) implements effective strategies to systematically gather input from all campus stakeholders, supporting innovative thinking and an inclusive culture;

**(e) Executive Leadership: The Principal:**

(4) develops and implements a comprehensive program of community relations, which uses strategies that will effectively involve and inform multiple constituencies;

(5) establishes partnerships with parents, businesses, and other groups in the community to strengthen programs and support campus goals;

(6) demonstrates awareness of social and economic issues that exist within the school and community that could impact campus operations and student learning;

**(g) Ethics, Equity and Diversity: The principal will . . .**

(9) communicates productively with all audiences through strong communication skills and understands how to communicate a message in different ways to meet the needs of various audiences; and

(10) treats all members of the community with respect and develops strong, positive relationships with them.

**V. Course Outcomes**

**A. Learning Outcomes**

1. Describe how family involvement impacts student achievement. (ELCC 4.3)
2. Explain the characteristics of an effective family engagement program. (ELCC 4.1)

3. Explain how Epstein's Six Types of Involvement impact school, family, and community engagement. (ELCC4.1)
4. Evaluate the key elements of effective school and community collaboration. (ELCC 4.4)
5. Identify key elements of a school, family, community compact. (ELCC 4.4)
6. Identify both the visible and invisible elements of school culture. (ELCC 4.2)
7. Discuss factors that may influence family involvement. (ELCC4.4)
8. Review current research to identify evidence-based activities that support effective school, family, community partnerships. ELCC 4.1)
9. Identify parent involvement requirements included in federal legislation, including Every Student Succeeds Act (ESSA). (ELCC 4.4)
10. Explain the role that disaggregation of student performance data plays in understanding student and school needs. (ELCC 4.1)
11. Participate in a site-based decision-making team meeting. (ELCC 4.2)

**B. Skill/Performance Outcomes**

1. Inventory current community and parent partnerships and academic partnership data, to determine school partnership needs. (ELCC 4.1)
2. Develop a plan to improve your school's partnership programs. (ELCC 4.1)
3. Use data to identify needed school-community partnerships. (ELCC 4.1)
4. Schedule and conduct an organizational meeting which includes your mentor and other members of the campus site-based decision-making team to make decisions and determine the best partnership to fit current needs of the campus. (ELCC 4.2)
5. Prepare tasks of the new partnership and provide a timeline for persons involved. (ELCC 4.2)
6. Write a formal report and presentation using the report template and create an agenda and a presentation to be used at the first meeting of the new community and partner partnership. (ELCC 4.1, ELCC 4.2, ELCC 4.3, ELCC 4.4)

## **VI. Course Prerequisites**

EDLD 5311 is a prerequisite for all other courses.

For Master's candidates, EDLD 5397 is a prerequisite for EDLD 5339, EDLD 5312, EDLD 5335, EDLD 5326, and EDLD 5398.

Superintendent program and Digital Learning and Leading will have other pre-requisites.

## **VII. Materials**

**A. Textbook – No textbook. Content comes from readings and media resources.**

### **B. Other Resources**

**LIB Guide for School Community Relations—School, Family, and Community Partnership Project--** <http://libguides.lamar.edu/schoolcommunity>

## **VIII. Instructional Associates**

Each course section has an assigned instructional associate who will be your primary point of contact and provide support throughout the course. Information regarding your assigned Instructional Associate will be provided through an e-mail or course announcement. Your IA will provide a welcome and introductory letter with his/her contact information. Course activities, assignments, questions, and correspondence are to be emailed to your assigned IA first. If you need further assistance, please contact the professor assigned to your section.

## **IX. Course Expectations**

Students should check Blackboard course announcements and their Lamar email daily. Students are expected to review the course syllabus prior to completing any course activity. Students are expected to participate in the discussion forum. All discussion responses should be completed and elaborated to receive full credit. Initial response due day 4 @ 11:59 p.m. Respond to 2 colleagues by 7th day @ 11:59 p.m. Cite sources (i.e., author (year), page#).

Complete your work in the discussion by 11:59 p.m. on the seventh day of Week 1.

All assignments are due on or before 11:59 p.m. on Day 7 of each week unless stated otherwise in the assignment. Students are expected to keep current with the course schedule, assignment due dates, and assigned readings. Student work is expected to be submitted in the required format for each assignment and follow directions and rubrics to receive maximum points. When working in groups, all members of the group are expected to fully participate in the activity. It is the student's responsibility to maintain appropriate equipment and access to the online environment to fully participate in the class.

Student conduct regulations, as found in the Lamar University *Student Handbook*, apply to all graduate students. These regulations include policies relating to academic dishonesty, plagiarism, university disciplinary code, and student rights and responsibilities. It is the responsibility of all graduate students to read the *Student Handbook* and to abide by all university regulations. The student can be found at <http://students.lamar.edu/student-handbook.html>.

#### **A. Participation/Attendance**

Students are expected to log into the current course on the first day of the first week of the session (normally a Monday). Students will be dropped, without refund, after the first week for non-participations.

#### **B. Academic Honesty**

Academic honesty is expected on all assignments. All work submitted must be your own work. This includes plagiarism of both published and unpublished information. Clearly cite references when using another's ideas and use the American Psychological Association (APA) 6<sup>th</sup> Ed. for referencing both in body of a paper and reference section. Plagiarism is not just copying another's work, but it also occurs if you do not cite information that is paraphrased.

We understand that some student work is independent and some is collaborative. Please remember that even in collaborative assignments, students must submit original work. This means that two or more students may not submit assignments that are more than 15% plagiarized. It is the responsibility of each student to understand what constitutes plagiarized. Students will be held responsible for any incidences of plagiarism, accidental or not. Self-plagiarism is when all work or partial work submitted in prior courses is submitted in the current course. This type of plagiarism is subject to regular plagiarism guidelines.

University policy on academic dishonesty, including plagiarism, cheating, and collusion, may be found in the *Student Handbook* published online at [www.lamar.edu/student-handbook](http://www.lamar.edu/student-handbook).

#### **C. Special Accommodations**

Lamar University is committed to providing equitable access to learning opportunities for all students. The Disability Resource Center (DRC) is in the Communications building room 105. Office staff collaborate with students who have disabilities to provide and/or arrange reasonable accommodations. For more information, visit the link

Summer 2017



<http://www.lamar.edu/disability-resource-center/>.

If you have, or think you may have, a disability (e.g., mental health, attentional, learning, chronic health, sensory, or physical), please contact the DRC at 409-880-8347 or [drc@lamar.edu](mailto:drc@lamar.edu) to arrange a confidential appointment with the Director of the DRC to explore possible options regarding equitable access and reasonable accommodations. If you are registered with DRC and have a current letter requesting reasonable accommodations, we encourage you to contact your instructor early in the semester to review how the accommodations will be applied in the course.

#### **D. Class Communication Guidelines**

Graduate level discourse welcomes and respects differing opinions and perspectives. Our differences add richness to the learning experience. Each student is expected to use constructive and professional language and intention in all written / oral communication. Please refrain from sarcasm, humor, or any judgments of a personal nature toward any other individual. Debate and critique of ideas, concepts, and issues are invited.

Adhere to the same standards of behavior online that you follow in real life when writing emails or posting on the discussion board. More information on the student code of conduct can be found in the student handbook located at <http://students.lamar.edu/student-handbook.html#generalprovisions>.

#### **E. Privacy Policy Links for Online Services & Accessibility Policy Links**

##### **Privacy Policies**

Blackboard: <http://www.blackboard.com/Footer/Privacy-Center.aspx>

Adobe Connect: <http://www.adobe.com/privacy.html>

VoiceThread – <https://voicethread.com/termsfuse/>

##### **Accessibility Policies**

Mozilla Firefox: <https://support.mozilla.org/en-US/kb/accessibility-features-firefox-make-firefox-and-we>

Microsoft: <https://www.microsoft.com/enable/microsoft/mission.aspx> Adobe

Acrobat: <http://www.adobe.com/accessibility/products/acrobat.html>

#### **X. Technology Prerequisites**

In this course, students should feel confident about their ability to navigate through typical websites and to use common word processing software to submit written assignments.

You need to be able to:

- Navigate websites, including downloading and reading files from them.
- Download and install software or plug-ins such as Adobe Reader, Window Media Player or Flash.
- Use e-mail, including attaching and downloading documents/files from e-mail.
- Save files in commonly used word processing formats (.doc, .docx, .rtf).
- Copy and paste text and other items in computer documents.

- Save and retrieve documents and files on your computer.
- Locate information on the Internet using search engines.
- Locate information in the library using the online catalog.

The system requirements for this course are:

#### A. Computer/Technology Requirements

1. Students will need regular access to a computer with a broadband Internet connection. The minimum computer requirements are:

- Any current Flash-compliant browser (recent versions of Firefox or Safari)
- 4 GB of RAM, 8 GB or more preferred
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2. At a minimum, students must have Microsoft Office 2010 or newer or OpenOffice, or Student Office for Mac 2011 or newer. Microsoft Office is the standard office productivity software utilized by faculty, students, and staff. Microsoft Word is the standard word processing software, Microsoft Excel is the standard spreadsheet software, and Microsoft PowerPoint is the standard presentation software.

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You can access Adobe Connect by going to <http://lamar.adobeconnect.com>.

**E. Tk20 - Electronic Portfolio**

Tk20 is the official electronic portfolio software of Lamar University College of Education and Human Development. Program required signature assessments, practicum logs, mentor evaluations and other documents are archived through the Tk20 secure portal. All signature assessments will be graded via Tk20, available at <http://lamar.tk20.com>. It is the responsibility of each student pursuing any degree or certification as an educator to purchase an account to access and use Tk20. The account activation fee is considered a professional expense incurred as a part of an educator preparation program. The user account may be utilized for seven years

from the activation date. For assistance with purchasing or using Tk20, contact the Lamar Tk20 helpdesk at [tk20@lamar.edu](mailto:tk20@lamar.edu) or call 409-880-7608.

## **XI. Grading and Evaluation**

### **A. Assignments**

<b>Assignments</b>	<b>Points</b>
Weekly Discussions (20) Points Per Week	100
Analysis of School Involvement Program	60
Organizational Meeting with Site-Based Committee	60
Partnership Time Line and Evaluation Plan	60
Partnership Report	140
Presentation Including an Agenda for First Meeting	80
<b>Total Points for Course</b>	<b>500</b>

**All assignments are due on the seventh day of the week, which is normally Sunday (11:59 PM CST).**

### **B. Grading Scale**

**In determining the final course grade, the following scale is used:**

450 – 500 points = A

400 – 449 points = B

350 – 399 points = C

Below 350 points = F

**Students must have a cumulative 3.0 GPA to be able to graduate.**

A course grade that is less than "C" is unacceptable for credit in the Lamar Principal and Superintendent Preparation Program. A course grade of less than "C" will require the student to retake the course.

**C. Rubrics are incorporated into each assignment. Review and follow them as you complete each assignment.**

### **D. Late Work Policy**

Graduate students (especially aspiring leaders) are expected to meet deadlines. Students unable to complete an assignment by the due date must contact the professor assigned to your section prior to foreseen events or immediately following unforeseen events. A 10% deduction from the assignment grade will occur for each day the assignment has not been submitted. Discussion board assignments are not accepted late.

## **XII. Drop/Add Policy**

As a student, it is your responsibility to make sure you are officially enrolled in this course. If you decide to drop the class, it is your responsibility to officially drop. Any student who stops attending class and does not officially drop, will earn an F for the course. Detailed information about critical dates can be found at

<http://students.lamar.edu/registration/course-schedules.html>

**XIII. Incomplete Grade Policy**

At the discretion of the course professor, a grade of “I” (Incomplete) may be assigned if the student is unable to complete course requirements due to medical issues, family emergencies, or life events beyond the student’s control. Procrastination or failure to plan a balance between work and program do not apply. Students must inform the professor of circumstances meeting the requirements for an Incomplete prior to the end of the course. The student will have until the end of the following semester to complete and submit all required assignments. If not completed and submitted by this deadline, the grade will automatically change to a F. Please note that any course grade that changes to a F will not be subject to a grade change.

**Note:** Any Incompletes must be resolved prior to enrolling in either EDLD 5397 or 5398.

**XIV. Course Evaluation**

It is the right and the responsibility of each student to complete the course evaluation. An email will be sent by the university with directions and timelines to complete. In addition, course evaluation information and instructions. are available in your Practicum Orientation Course.

**XV. Additional Course Information**

**A. Syllabus Subject to Change**

While information and assurances are provided in this course syllabus, content may change in keeping with new research and literature and that events beyond the control of the instructor could occur. Students will be informed of any substantive occurrences that will produce syllabus changes.

**B. Academic Continuity Plan**

In the event of an announced campus closure more than four days due to a hurricane or other disaster, students are expected to login to Lamar University’s website’s homepage <http://www.lamar.edu> for instructions about continuing courses online.

## Course Outline

Week 1	Beyond the School into the Community (ELCC 4.1)
	<p><b>Readings:</b></p> <p>Epstein, J. (2014). Planning for success: Six principles for research-based partnership programs. Better: Evidence-based Education, 6 (2). Retrieved from: <a href="http://www.betterevidence.org/issue-15/planning-for-success-six-principles-for-research-based-partnership-programs/">http://www.betterevidence.org/issue-15/planning-for-success-six-principles-for-research-based-partnership-programs/</a></p> <p>Epstein, J. L., Galindo, C., &amp; Sheldon, S. B. (2011). Levels of leadership: Effects of district and school leaders on the quality of school programs of family and community involvement. Educational Administration Quarterly, 47,462-495. This 2011 research study gives you five “Implications for Policy and Practice” on pages 487-489. Read these implications and use them in the school partnership you will create in this course.</p> <p><u>Epstein et al. Levels of Leadership (2011)</u></p> <p>Shelton, S. B. (2014). Organizing school, family, and community partnerships. Better: Evidence-based Education, 6 (2). Retrieved from: <a href="http://www.betterevidence.org/issue-15/organizing-school-family-and-community%20partnerships/">http://www.betterevidence.org/issue-15/organizing-school-family-and-community%20partnerships/</a></p> <p>Thomas, B. G., et al. (2015). Promising partnership practices 2015. Use the most current data. Baltimore: Johns Hopkins University Center on School, Family, and Community Partnerships. (See annual collections of practices at <a href="http://nnps.jhu.edu/publications-products/ppp/">http://nnps.jhu.edu/publications-products/ppp/</a> in the section Success Stories/Promising Practices.)</p> <p><b>Media/Resources:</b></p> <p><b><u>Dr. Epstein's Presentation (NNPS) Principal Research Scientist and Research Professor of Sociology at Johns Hopkins University, Dr. Joyce Epstein, NPC (National Parent Council) &amp; EPA Conference 2013 in Ireland.</u></b></p>

	<p><b>Discussion 1: See Discussion Board.</b></p> <ul style="list-style-type: none"> <li>• Dr. Joyce Epstein's research team believes all six principles should be included in a partnership program. Review the success stories in the Promising Partnership Practices link to learn about the six different types of activities in National Network of Partnership Schools at <a href="#">Promising Partnership Practices</a>. Download your free copy of the current report.</li> <li>• Share one choice from each of the six types for your campus grade level and the rationale for your selection.</li> <li>• Dr. Shelton reviews the organizational components of successful partnerships. What evaluation activities does he recommend?</li> </ul> <p><b>Assignment 1: Analyze your campus current school, family, and community partnerships and the status of with your campus mentor, gather student, campus, and partnership data to present to representatives of your site-based decision-making team in Week 2. What strengths and weaknesses do you find?</b></p> <p><b>Tie your current partnership projects to your campus improvement goals and to Epstein's six principles for student success. You must prepare for the Week 2 meeting to determine what new partnership best fits the greatest campus need according to your campus improvement plan and goals. (It is also possible that the principal and the group may choose to focus on improving one of the current partnerships.) Due Day 7, Week 1.</b></p>
<b>Week 2</b>	<b>Promoting Family and Community Involvement (ELCC 4.2)</b>
	<p><b>Readings:</b></p> <p><b>TASA House Bill 5 Community &amp; Student Engagement Toolkit (2013)</b>  In addition to changes made to the state's testing and graduation programs, HB 5 (Texas) also addressed the accountability system by including a local evaluation requirement that is frequently referred to as the community engagement component. <a href="#">HB 5 Community and Student Engagement Toolkit (2013)</a>  The following resources are available to this link.  <a href="#">School District Evaluation Tool</a> (excel)  <a href="#">Background/Description of Community Engagement under HB 5</a>  <a href="#">HB 5 Community Engagement Factors to Consider</a>  <a href="#">(TEC 39.0545) Statute</a>  <a href="#">PEIMS Coding for School District Evaluation of Performance and Community Engagement Field Edits</a></p> <p>PowerPoint HB 5 Community Engagement: Background, Overview and Requirements of the New Statute</p>

**Media/Resources:**

**Family/Community Engagement: Family Engagement**  
<https://www.youtube.com/watch?v=eplQP5AUzKU> (2014)  
Notre Dame Middle School  
Milwaukee Private School Wisconsin

**Assessment: Report results of meeting with site-based committee representatives to determine:**

- **New proposed school, family, and community partnership and team.**
- **Components (to meet campus goals) of the new partnership.**
- **Identify probable stakeholders and their resources and involvement.**

**Discussion 1:** See Discussion Board.

What suggestions can you give Mrs. Cherry related to using the six principles for research-based partnership programs? What specific activities should the action team create using the six types of involvement: parenting, communicating, volunteering, learning at home, decision making, and collaborating with the community all linked to goals for students learning? (Great suggestions in Dr. Epstein's video in Week 1.

**Assignment 1:** Hold an informational meeting with representatives of the site-based decision-making team. Report on decisions and results of meeting with site-based representatives including (1) new proposed school, family, and community partnership, (2) components that meet campus goals and Epstein's six types of activities in the new partnership, and (3) identity of possible stakeholders and their involvement.

Due Day 7, Week 2.



<b>Week 3</b>	<b>Working with the Larger Community (ELCC 4.3)</b>
	<p><b>Readings:</b></p> <p>Cahill, C., Alvarez Gutiérrez, L., &amp; Quijada Cerecer, D. A. (2016). A dialectic of dreams and dispossession: The school-to-sweatshop pipeline. <i>Cultural Geographies</i>, 23 (1), 121-137. doi: 10.1177/1474474015597431.</p> <p>Gurley, D. K., Anast-May, L., &amp; Lee, H. T. (2015). Developing instructional leaders through assistant principals' academy: A partnership for success. <i>Education &amp; Urban Society</i>. 47 (2), 207-241, doi: 10.1177/0013124513495272.</p> <p>Haines, S. J., Gross, Judith, M. S., Blue-Banning, M., Francis, G. L., &amp; Turnbull, A. P. (2015). Fostering family-school and community: School partnerships in inclusive schools. <i>Research &amp; Practice for Persons with Severe Disabilities</i>, 40 (3), 227-239. doi: 10.1177/1540796915594141.</p> <p><b>Media/Resources:</b></p> <p><b>A School-Community Partnership -- Brokered by The Smith Family</b>  <a href="https://www.youtube.com/watch?v=wieXRSzup5U">https://www.youtube.com/watch?v=wieXRSzup5U</a></p> <p>Family/Community Engagement: Community Partnerships (2015)  <a href="https://www.youtube.com/watch?v=HPWRUBBnSIQ">https://www.youtube.com/watch?v=HPWRUBBnSIQ</a></p> <p><b>Published on Apr 16, 2015.</b> Jennifer Doucette describes the way her school, James Fennimore Cooper Elementary (Milwaukee Public Schools) has reached out to local education students to bring more adults into the building and provide additional role models for students. A majority of her building's grade levels have been found to be shrinking the achievement gap by at least 3 points. Part of the Promoting Excellence for All Project: <a href="http://statesupt.dpi.wi.gov/excforall">http://statesupt.dpi.wi.gov/excforall</a></p> <p><b>Assessment: Partnership Time Line and Evaluation</b></p>

	<p><b>Discussion 1:</b> While reviewing Epstein’s “Types of Goals” and Types of Involvement” in Promising Partnership Practices (See Week 1 readings.), classify your campus school, family, and community partnerships. What other projects seem appropriate to meet your campus needs and benefit your students? What effects have the current partnerships had on student improvement? How could you add community involvement in future projects?</p> <p><b>Assignment 1:</b> In Week 2 you reported on the results of your meeting with the site based decision making team to create a new partnership on your campus. Establish a Partnership Planning Chart (Who? What? When? and Completion Time).</p> <p><b>Assignment 2:</b> Evaluation Components – How will you know that the partnership has met the goals? What components of the partnership will be evaluated and how? Refer to the Shelton reading in Week 1. Due Day 7, Week 3.</p>
<b>Week 4</b>	<b>Continuous Improvement for Schools, Family, and Community Partnerships (ELCC 4.4)</b>
	<p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>• Mellin, E. A., Belknap, E. E., Brodie, I. L., &amp; Sholes, K. (2015). Opening school doors to communities and families: A social capital perspective for multiparty collaboration. <i>Journal for Social Action in Counseling &amp; Psychology</i>, 7 (1), 1-18. <u>Mellin, et al. Opening School Doors to Community</u></li> <li>• Meyers, S, Cydis, S, &amp; Haria, P. (2015) A partnership between professors and middle school teachers to improve literacy skills of adolescents: A pilot study. <i>Reading Improvement</i>, 52 (4), 47-158. <u>A Partnership between Professors and Middle School Teachers</u></li> <li>• Oberg De La Garza, T., &amp; Moreno Kuri, L. (2014). Building strong community partnerships: Equal voice and mutual benefits. <i>Journal of Latinos &amp; Education</i>, 13 (2), 120-133. doi: 10.1080/15348431.2013.821064. <u>Obert De La Garza, T &amp; Moreno Kuri, L (2014) Building strong community partnerships</u></li> <li>• Garrett, K. (2012). Community Schools: It takes a village. <i>Education Digest</i>. 78 (3), 14-20. <u>Garrett, K. (2012). Community Schools: It takes a village.</u></li> </ul> <p><b>Media/Resources:</b>  <b>Family and Community Partnerships for School Readiness</b>  <a href="https://www.youtube.com/watch?v=OrkmHZKTDDeE">https://www.youtube.com/watch?v=OrkmHZKTDDeE</a></p> <p><b>Assessment:</b> Develop a Formal Report for the New Partnership You have proposed and planned.</p> <p style="text-align: center;">-</p>

**Discussion 1: You are a new assistant principal. Your first task is to form the first site-based management team for your campus. You develop a plan for creating the committee and setting the agenda for its first meeting. Be sure to consider requirements from HB 5 included in Week 2 readings and to include John Hopkins University's six types of activities for partnerships. How do you proceed using the examples and what you have learned?**

Discussion for Week 4 is due on Day 4 and Day 7 in Week 4.

**Assignment 1: Partnership Report Using Report Template**

You are to develop a formal report. The report presents your partnership concept to its potential stakeholders to gain support of the proposed partnership. The report template is required and is included in your assignment.

Assignments 1 is due on Day 7, Week 4.

**Week 5 Preparation for First Meeting of New Partnership**

**Readings:**

- Wentworth, L., Carranza, R., & Stipek, D. (2016). A university and district partnership that closes the research-to-classroom gap. 97(8), 66-69.
- Williams, J. M., & Bryan, J. (2013). Overcoming Diversity: High-Achieving African American Youth. *Journal of Counseling & Development*. 91 (3), 291-300. doi: 10.1002/j.1556-6676.2013. 00097.x

**Discussion 1: Critical Reflection and Evaluation on Course Content. In two to three paragraphs use professional campus examples to support your evaluation. Use credible, relevant sources to fully develop your ideas. Provide constructive supportive feedback to colleagues in responses. Meet all citations and structure requirements.**

**Assignment 1 Preparation with Agenda for First Meeting with Stakeholders in August. You are to create a presentation which includes an agenda for the first meeting of the new partnership.** Your presentation must include partnership goals and the six types of partnership activities to include. You may choose the digital presentation tool of your choice to create your presentation agenda. You may use video if you choose. You have technology tutorials in the assignment.

Assignments 1 is due on Day 7, Week 5. You work may be submitted early

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**Lamar University**  
**College of Education and Human Development**  
**Department of Educational Leadership**

**SYLLABUS**



*The CONCEPTUAL FRAMEWORK of the Lamar University undergraduate and graduate educator preparation programs illuminates the vision of the faculty. The programs prepare educators for a changing world by requiring as outcomes general education, pedagogical content knowledge, content proficiency, pedagogical strategies, communication skills, values, and analytical abilities. Critical thinking is required for responding to the diverse needs of P-12 students in myriad and changing settings. Lamar University educator preparation candidates also develop dispositions and habits of mind needed for "self-learning" and lifelong learning", that will equip them to encounter problems and change with confidence.*

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**I. Course Prefix, Number, and Title**

**Department:** Educational Leadership  
**Course Number:** EDLD 5333  
**Course Title:** Leadership for Accountability

**II. Department Address**

Department of Educational Leadership  
Lamar University  
P O Box 10034  
Beaumont, TX 77710  
Phone: (409) 880-8689  
FAX: (409) 880-8685

**III. Lead Professor**

Name: Nancy Adams, Ed.D.

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\*Always check with your Instructional Associate with questions/concerns, first!

**Communication:** Always know your SECTION number. You will be attending EDLD 5333 Section ??? Always know your Instructional Associate, for your section. Always contact that IA with your section number in the subject title of all e-mails .

Lamar University Fall 3 - 2017

Title: Associate Professor  
Phone: 409-880-8699  
E-mail: [nancy.adams@lamar.edu](mailto:nancy.adams@lamar.edu)

Dr. Nancy Adams, Ed. D., is an Associate Professor at Lamar University in the Department of Educational Leadership. Prior to joining the faculty at Lamar, Dr. Adams served 37 years in Texas public education as a regular and special education teacher at the elementary and secondary levels, educational diagnostician, curriculum supervisor, assistant principal, and principal.

Dr. Adams began her career as a teacher in Alief Independent School District. Dr. Adams taught in the Port Arthur Independent School District and the Port Neches Independent School District. In the Beaumont Independent School District, Dr. Adams served as an educational diagnostician, curriculum supervisor, and assistant principal. Dr. Adams served the Galveston Independent School District for 12 years as an elementary school principal, where she was honored as Campus Administrator of the Year and District Professional Employee of the Year. Region 4 Education Service Center honored Dr. Adams with the Principal Recognition for Outstanding Leadership Award.

Dr. Adams received her Doctor of Education in Educational Administration from Texas A&M University, College Station, TX. She received her M. Ed. and B.S. degrees from Lamar University. She is a member of the National Council of Professors of Educational Administration and the National Social Science Association where she serves on the editorial board.

**Course Professors by section:**

[Nancy.adams@lamar.edu](mailto:Nancy.adams@lamar.edu) sections A01-A05

[ccpuente@lamar.edu](mailto:ccpuente@lamar.edu) sections P09-P12

[pwhite5@lamar.edu](mailto:pwhite5@lamar.edu) sections E03-05 & P01-05

[sallen5@lamar.edu](mailto:sallen5@lamar.edu) sections P04-08

[dazodi@lamar.edu](mailto:dazodi@lamar.edu) sections A11-A16

[dwallace8@lamar.edu](mailto:dwallace8@lamar.edu) sections P13-P17

[lkabernathy@lamar.edu](mailto:lkabernathy@lamar.edu) sections A06-A10

Virtual Office Hours: See Announcements in Blackboard for Adobe Connect link to the weekly web conferences. It is the responsibility of the student to read the announcements for information and updates to the course and/or syllabus.

**IV. Course Description** This course is a study of both short and long-range planning and problem solving techniques of effective school leaders. Special emphasis will be given to an individual campus and its relationship to the district planning process. This course is required for the master's of school administration and principal certification.

**V. Standards Course Description** This course is a study of both short and long-range planning and problem solving techniques of effective school leaders. Special emphasis will be given to an individual campus and its relationship to the district planning process. This course is required for the masters of school administration and principal certification.

**VI. Course Outcomes**

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Lamar University Fall 3 - 2017

### **A. Learning Outcomes**

Trace the evolutionary milestones of the accountability standards movement from the Elementary and Secondary Education Act (ESEA) through passage of NCLB to the current Every Student Succeeds Act (ESSA). ELCC 1.2, TAC 241.15 (c. 6)

Identify the responsibilities of campuses and districts with regard to state and federal standards and assessment systems. ELCC 1.4 TAC 241.15 (c.6, f.7)

Demonstrate use of the Texas Performance Reporting System in the continuous improvement process. by using a selected campus' Texas Academic Performance Report (TAPR) to target areas of strength and need. ELCC 1.2, TAC 241.15 (c.2, f.1, f.2)

Summarize the basic steps in a data-driven comprehensive needs assessment process and the importance of measurable goals and objectives. ELCC 1.2, TAC 241.15 (c.2, f.7 & 8)

Articulate the significance of a shared vision in the campus improvement process. ELCC 1.1, TAC 241.15 (b.2, f.3)

Define the principal's role in campus planning and problem solving as a part of the continuous improvement process. ELCC 1.2, 1.3, 1.4 TAC 241.15 (c.1-11)

Describe the steps in developing a campus-wide improvement plan and the critical components of a campus plan. ELCC 1.2, TAC 241.15 (cc.1-11)

Describe the purpose and functions of the site-based decision-making (SBDM) team with regard to the change process and campus planning. ELCC 1.4, TAC 241.15 (cc.1-11)

Explain the importance of communication and formative assessment in continuous school improvement and campus planning. ELCC 1.4, TAC 241.15 (c.3, 8, &, 10)

Identify the 10 components of school-wide planning as defined by Title I guidelines. ELCC 1.4, TAC 241.15(c.6,5)

Define the roles and responsibilities of the campus principal, staff members, parents, community members, and business representatives with regard to the SBDM team. ELCC 1.2, 1.3, 1.4, TAC 241.15 (f.3)

### **B. Skill/Performance Outcomes**

Navigate the Texas Education Agency (TEA) website to access, analyze, and summarize campus data from the most recent Texas Academic Performance Reports (TAPR) disaggregated by ethnicity, special education, low-income status, and limited English proficient status to determine areas of strengths and needs, patterns and trends. ELCC 1.2, 2.4, TAC 241.15 (f.9, g.4,5,7) week1,2

Based on results of a needs assessment, write a S.M.A.R.T. goal and S.M.A.R.T. objective to address a targeted area of need, and explore scientifically researched strategies/activities, including specific professional development, to address the targeted need. Explain the rationale for using each strategy. ELCC 1.2, 2.2, TAC 241.15 (b. 4, 5)

Create a statement of a personal vision of leadership after exploring assigned readings on the topic of

school visioning. ELCC 1.1, TAC 241.15 (b.2, 3)

Create an agenda for one professional development day, matching training to teacher and student learning needs, and develop a timeline for follow-up professional development activities to ensure continued growth toward campus goals. ELCC 1.3, TAC 241.15 (b. 1, 2, 3, 4 ,7, 8)

Conduct interviews with a principal and a Site Based Decision Making (SBDM) team member to explore the dynamics of the SBDM team on a selected campus, and the role SBDM plays in campus planning on that campus. ELCC 1.4, TAC 241.15 (b. 7, 8)

**ELCC Standard 1.0:** A building-level education leader applies knowledge that promotes the success of every student by collaboratively facilitating the development, articulation, implementation, and stewardship of a shared school vision of learning through the collection and use of data to identify school goals, assess organizational effectiveness, and implement school plans to achieve school goals; promotion of continual and sustainable school improvement; and evaluation of school progress and revision of school plans supported by school-based stakeholders.

1.1: Candidates understand and can collaboratively develop, articulate, implement, and steward a shared vision of learning for a school.

1.2: Candidates understand and can collect and use data to identify school goals, assess organizational effectiveness, and implement plans to achieve school goals.

1.3: Candidates understand and can promote continual and sustainable school improvement.

1.4: Candidates understand and can evaluate school progress and revise school plans supported by school stakeholders.

**ELCC Standard 2.0:** A building-level education leader applies knowledge that promotes the success of every student by sustaining a school culture and instructional program conducive to student learning through collaboration, trust, and a personalized learning environment with high expectations for students; creating and evaluating a comprehensive, rigorous and coherent curricular and instructional school program; developing and supervising the instructional and leadership capacity of school staff; and promoting the most effective and appropriate technologies to support teaching and learning within a school environment.

2.1: Candidates understand and can sustain a school culture and instructional program conducive to student learning through collaboration, trust, and a personalized learning environment with high expectations for students.

2.2: Candidates understand and can create and evaluate a comprehensive, rigorous, and coherent curricular and instructional school program.

2.3: Candidates understand and can develop and supervise the instructional leadership capacity of school staff.

2.4: Candidates understand and can promote the most effective and appropriate technologies to support teaching and learning in a school environment.

## **VII. Course Prerequisites**

Admission to the Lamar Academic Partnership Program. Masters students must have successfully completed EDLD 5311 and EDLD 5301. Principal certification only students must have successfully completed EDLD 5311.

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## **VIII. Materials**

**A.** There is no required textbook for this course. The required readings for this course are provided in the Blackboard course.

**B. Other Resources**

**Access the Lib Guide for EDLD 5333**

URL: <http://libguides.lamar.edu/leadership>

### **Instructional Associates**

Information about your Instructional Associate (IA) will be provided through an email. Questions concerning assignments, submissions, due dates, etc. should be sent to the IA. Questions concerning Tk20 or Blackboard should be directed to Tk20 or Bb help. IA's routinely conduct inter-rater reliability to ensure equality of grading.

## **IX. Course Expectations**

Student conduct regulations, as found in the Lamar University-Beaumont *Student Handbook*, apply to all graduate students. These regulations include policies relating to academic dishonesty, plagiarism, University disciplinary code, and student rights and responsibilities. It is the responsibility of all graduate students to read the *Student Handbook* and to abide by all University regulations. All student work is independent and is not considered a portion of a cohort, team or other participatory activity. The student can be found at <http://students.lamar.edu/student-handbook.html>.

**A. Participation/Attendance**

Students are expected to participate in the discussion forum and keep current with the course schedule, assignment due dates, and assigned readings.

**B. Academic Honesty**

Academic honesty is expected on all assignments. All work submitted must be your own work. This includes plagiarism of both published and unpublished information. Clearly cite references when using another's ideas and use the American Psychological Association (APA) 6<sup>th</sup> Ed. for referencing both in body of a paper and reference section. Plagiarism is not just copying another's work, but it also occurs if you do not cite information that is paraphrased. Take notes on a reading assignment and summarize it in your own words to demonstrate to the instructor that you understand the information. *Self-plagiarism* is when all work or partial work submitted in prior courses is submitted in the current course. This type of plagiarism is subject to regular plagiarism guidelines.

**C. Special Accommodations**

Lamar University is committed to providing equitable access to learning opportunities for all students. The Disability Resource Center (DRC) is located in the

Communications building room 105. Office staff collaborate with students who have disabilities to provide and/or arrange reasonable accommodations. For more information, visit the link <http://www.lamar.edu/disability-resource-center/>.

If you have, or think you may have, a disability (e.g., mental health, attentional, learning, chronic health, sensory, or physical), please contact the DRC at 409-880-8347 or [drc@lamar.edu](mailto:drc@lamar.edu) to arrange a confidential appointment with the Director of the DRC to explore possible options regarding equitable access and reasonable accommodations. If you are registered with DRC and have a current letter requesting reasonable accommodations, we encourage you to contact your instructor early in the semester to review how the accommodations will be applied in the course.

#### **D. Class Communication Guidelines**

Graduate level discourse welcomes and respects differing opinions and perspectives. Our differences add richness to the learning experience. Each student is expected to use constructive and professional language and intention in all written / oral communication. Please refrain from sarcasm, humor, or any judgments of a personal nature toward any other individual. Debate and critique of ideas, concepts, and issues are invited.

Adhere to the same standards of behavior online that you follow in real life when writing emails or posting on the discussion board. More information on the student code of conduct can be found in the student handbook located at <http://students.lamar.edu/student-handbook.html#generalprovisions>.

#### **E. Privacy Policy Links for Online Services & Accessibility Policy Links**

##### **Privacy Policies**

Blackboard: <http://www.blackboard.com/Footer/Privacy-Center.aspx>

Adobe Connect: <http://www.adobe.com/privacy.html>

VoiceThread – <https://voicethread.com/termsfuse/>

##### **Accessibility Policies**

Mozilla Firefox: <https://support.mozilla.org/en-US/kb/accessibility-features-firefox-make-firefox-and-we>

Microsoft: <https://www.microsoft.com/enable/microsoft/mission.aspx>

Adobe Acrobat: <http://www.adobe.com/accessibility/products/acrobat.html>

#### **X. Technology Prerequisites and Systems**

Students are not required to have advanced technology training or skills in order to be successful in this course. They should, however, feel confident about their ability to navigate through typical websites and to use common word processing software in order to submit written assignments. The system requirements for this course are:

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#### **A. LU Connect Gateway**

Students are asked to obtain a Lamar Electronic Account user name and password so they can log into LU Connect. Students may get information on how to get into LU Connect through the following links: Go to <http://www.lamar.edu/> and then click on the LU Connect link on the left top corner of the screen. Follow the steps to secure your LU Connect username and password. The LU Connect portal will be used for email correspondence between the professor and the class and to access this course in Blackboard.

For questions regarding your LU Connect account (setting up your account or email, username, and password issues), email us at [myLamar@lamar.edu](mailto:myLamar@lamar.edu) or call us at 409-880-2222, 8:00am to 5:00pm, Monday through Friday.

#### **B. Blackboard Learning Management System**

This course is asynchronous and fully online using the Blackboard (Bb) Learning Management System. Please take some time to navigate the tabs in Bb. Some live weekly sessions may be scheduled through Adobe Connect at the discretion of the instructor. Students not able to attend live sessions are expected to view the recording. All technical support questions (including password questions) for Blackboard should be addressed to Blackboard via one of the methods below:

Email: [blackboard@lamar.edu](mailto:blackboard@lamar.edu)

Daytime Support: 409.880.2222

Tool Free: 1.866.585.1738

More Blackboard support information can be found at <http://luonline.lamar.edu/blackboard-support/>.

#### **C. Adobe Connect Web Conferences**

You do not need to download or purchase additional software to participate in the conference. However, a headset with microphone and Web camera are preferred equipment. You will be provided with an Adobe Connect link to access the web conferences, if needed. You will not need a username or password when logging into Adobe Connect. Please log in as a guest and enter your name and section number.

You can access Adobe Connect by going to <http://lamar.adobeconnect.com>.

#### **D. Tk20 - Electronic Portfolio**

Tk20 is the official electronic portfolio software of Lamar University College of Education and Human Development. Program required signature assessments, practicum logs, mentor evaluations and other documents are archived through the Tk20 secure portal. All signature assessments will be graded via Tk20, available at <http://lamar.tk20.com>. It is the responsibility of each student pursuing any degree or certification as an educator to purchase an account to access and use Tk20. The account

activation fee is considered a professional expense incurred as a part of an educator preparation program. The user account may be utilized for seven years from the activation date. For assistance with purchasing or using Tk20, contact the Lamar Tk20 helpdesk at [tk20@lamar.edu](mailto:tk20@lamar.edu) or call 409-880-7608.

## **XI. Grading and Evaluation**

### **A. Assignments**

<b>Assignments</b>	<b>Points</b>
Weekly Discussion (20 points per week)	100
Week 1: Analyzing Campus Data	80
Week 2: Mining for Data	80
Week 3: Targeting and Addressing a Need	80
Week 4: Creating a Vision, Action Planning, and Professional Growth	80
Week 5: Site Based Decision Making Interviews & Reflections	80
<b>Total Points for course</b>	<b>500</b>

### **C. Grading Scale**

**In determining the final course grade, the following scale is used:**

450 – 500 points = A

400 – 449 points = B

350 – 399 points = C

Below 350 points = F

**Students must have a cumulative 3.0 GPA to be able to graduate.**

**D. Rubrics are incorporated into each assignment. Review and follow them as you complete each assignment.**

### **E. Late Work Policy**

Graduate students (especially aspiring leaders) are expected to meet deadlines. Students unable to complete an assignment by the due date must contact the IA prior to foreseen events or immediately following unforeseen events. Extensions (48 hours) may be granted with no penalty only for emergencies and extenuating circumstances by contacting the assigned Instructional Associate via e-mail or phone “prior” to the due date with the request. A 10% deduction from the final grade will occur for each day the assignment has not been submitted. Assignments received beyond the next week’s due date will be assessed a ‘zero’.

**The week 4 assignment is a key assessment, and MUST be submitted to TK20 and Blackboard by the end of Week 4. It will be graded in TK20 only. The grade will be reported in Blackboard. Failure to submit to tk20 will result in an “Incomplete” in the**

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course. Receiving an incomplete in the course may result in a hold on your enrollment in subsequent courses and an "I" automatically changes to an "F" at the end of the next semester. Do not take a chance. Be sure you have a TK-20 Account and be sure that you follow directions to submit any document or assignment to TK-20 as well as Blackboard.

**Steps for completing a course binder to submit the Week 4 assignment in Tk20:**

**A link for instructions for completing a course binder is provided below:**

**<https://helpdesk.tk20.com/helpdesk/completing-a-course-binder-version-8/>**

If you need additional assistance, please contact the **Lamar Tk20 helpdesk** at [tk20@lamar.edu](mailto:tk20@lamar.edu) or call 409-880-7608 or 409-880-2126

## **XII. Drop/Add Policy**

As a student, it is your responsibility to make sure you are officially enrolled in this course. If you decide to drop the class, it is your responsibility to officially drop. Any student who stops attending class and does not officially drop, will earn an F for the course.

## **XIII. Incomplete Grade Policy**

The professor may assign a grade of "I" (Incomplete) if the student is unable to complete course requirements due to medical issues, family emergencies, or life events beyond the student's control. Procrastination or failure to plan a balance between work and program do not apply. Students must inform the professor of circumstances meeting the requirements for an Incomplete prior to the end of the course. The student will have until the end of the following semester to complete and submit all required assignments. If not completed and submitted by this deadline, the grade will automatically change to an F.

**Note:** Any Incompletes must be successfully completed prior to enrolling in either EDLD 5397 or 5398.

## **XIV. Course Evaluation**

It is the right and the responsibility of each student to complete the course evaluation. An email will be sent by the university with directions and timelines to complete

## **XV. Additional Course Information**

### **A. Syllabus Subject to Change**

While information and assurances are provided in this course syllabus, it should be understood that content may change in keeping with new research and literature and that events beyond the control of the instructor could occur. Students will be informed of any substantive occurrences that will produce syllabus changes.

### **B. Academic Continuity Plan**

In the event of an announced campus closure in excess of four days due to a hurricane

or other disaster, students are expected to login to Lamar University's website's homepage <http://www.lamar.edu> for instructions about continuing courses online.5t

## XVI. Course Outline

Week 1	Standards and Accountability Systems
	<p><b>Lecture: Standards and Accountability</b></p> <p><b>Self-Evaluation-</b> Complete the Pre-Course Self-Evaluation</p> <p><b>Readings:</b> Most <u>assigned readings</u> are in the <u>resource section</u> of the course.</p> <ol style="list-style-type: none"> <li>1. Rooney, J. (2008). What do we believe? <i>Education Leadership</i>, 65(5), 88.</li> <li>2. Reeves, D. (2007). How do you change school culture? <i>Educational Leadership</i>, 64(4), 92-94.</li> <li>3. TEA (2014). Overview of Performance Index Framework (pdf)</li> <li>4. TEA (2014). FAQ's 2017 Texas Accountability Intervention System (pdf)</li> <li>5. Parks, A. (2012). Understanding the central themes of the common core standards and the need to develop digital literacy and 21<sup>st</sup> century skills in today's classrooms. The Learning Project.</li> </ol> <p><b>Complete the following Assessments-</b></p> <ol style="list-style-type: none"> <li>6. <b>Discussion 1:</b> What is the purpose of accountability systems? Due Day 4 (Thursday @ 11:59 p.m.)</li> <li>7. <b>Assignment 1:</b> <i>Analyzing Campus Needs</i>. Due Sunday @ 11:59 p.m</li> </ol> <p><b>Discussion board-Initial response due by 11:59 of the 4<sup>th</sup> day (Thursday) of Week 1. Cite sources using APA format as appropriate. Respond to 2 colleagues by 11:59 of 7<sup>th</sup> day (Sunday).</b></p>

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<b>Week 2</b>	<b>Texas Accountability System</b>
	<p><b>Lecture: Texas Accountability System</b></p> <ol style="list-style-type: none"> <li><b>Readings:</b> TEA (2014). Data Analysis Guidance for the Texas Accountability Intervention System.</li> <li>TEA (2014). Needs Assessment Guidance for the Texas Accountability Intervention System.</li> <li>Ronka, D., Lachat, M.A., Slaughter, R., Meltzer, J. (2008). Answering the Questions That Count. <i>Educational Leadership</i>, 66(4), 18-24</li> </ol> <p><b>Complete the following Assessments-</b></p> <ol style="list-style-type: none"> <li><b>Respond to the discussion prompt.</b> Share the approach your campus has taken to train the staff in effective data use, or explain how you would manage this challenge if you were the principal/instructional leader. Due Day 4 (Thursday @ 11:59 p.m.)</li> <li><b>Assignment:</b> Submit the "Mining for Data" assignment. Due Sunday @ 11:59 p.m.</li> </ol>
<b>Week 3</b>	<b>Data-Based Decision Making: Targeting and Addressing a Need</b>
	<p><b>Lecture: Data-Based Decision Making</b></p> <p><b>Readings:</b></p> <ol style="list-style-type: none"> <li>TEA (2014). Guidance for the Texas Accountability Intervention System (TAIS): Improvement Planning Guidance.</li> <li>TEA (2014). Campus Leadership Team Job Description.</li> <li>Texas Education Code (TEC 11.251). Critical Components of Campus Improvement Plans.</li> <li>Fullan, M. (2002). The change leader. <i>Educational Leadership</i>, 59(8), 16-20.</li> <li>U.S. Dept. of Education. (2007). <i>Understanding the NCLB Act: Scientifically Based Research</i>. Learning Point Associates.</li> <li>What Works Clearinghouse. (Copy and paste the URL in your browser) <a href="https://search.yahoo.com/yhs/search?p=what+works+clearinghouse&amp;ei=UTF-8&amp;hspart=mozilla&amp;hsimp=yhs-002">https://search.yahoo.com/yhs/search?p=what+works+clearinghouse&amp;ei=UTF-8&amp;hspart=mozilla&amp;hsimp=yhs-002</a> This site is intended to help district and school leaders search for more specific research on programs that might work for their students. (Also, see the Lib Guide for more information on 'evidence-based' strategies, etc.)</li> </ol> <p><b>Complete the following Assessments-</b></p> <ol style="list-style-type: none"> <li><b>Discussion:</b> You have read and reviewed the Texas Accountability Intervention Guidance documents on Data Analysis and Needs Assessment in week 2, and the Improvement Planning document in week 3. Which components did you find most valuable, and how would you use the information with your faculty? Cite</li> </ol>

	<p>using APA, as appropriate. Due Day 4 (Thursday @ 11:59 p.m.)</p> <p>8. <b>Assignment:</b> Complete and submit the assignment, "Targeting and Addressing a Need." Due Day 7 (Sunday @ 11:59 p.m.)</p>
<b>Week 4</b>	<b>Continuous Improvement: Vision, Action Planning, and Professional Growth</b>
	<p><b>Lecture: Continuous Improvement</b></p> <p><b>Readings:</b></p> <ol style="list-style-type: none"> <li>1. Joyce, B., &amp; Showers, B. (2003). Student achievement through staff development. <i>National College for School Leadership</i>, 1-5. Retrieved on June 19, 2009,</li> <li>2. William, D. (2007-2008). Changing classroom practice. <i>Educational Leadership</i>, 65(4), 36-41.</li> <li>3. Heritage, M. (2007). Formative assessment: What do teachers need to know and do? <i>Phi Delta Kappan</i>, 89, 140-145.</li> <li>4. Marino, J. (2007). A new paradigm for organizational change: Involving customers and stakeholders in the improvement process. <i>The Journal for Quality and Participation</i>, 30(1), 10-12.</li> <li>5. McTighe, J. (2008). Making the most of professional learning communities. <i>The Learning Principal</i>, 3(8), 1, 4-8.</li> </ol> <p><b>Complete the following Assessments-</b></p> <p>6. <b>Discussion:</b> Review the following three articles from this week's readings to complete the discussion board assignment:</p> <ol style="list-style-type: none"> <li>a. "Changing Classroom Practice" by Dylan William</li> <li>b. "Formative Assessment: What Do Teachers Need to Know and Do?" by Margaret Heritage</li> <li>c. <i>Student achievement through Staff Development</i> by Joyce, B., &amp; Showers, B.</li> </ol> <p>Discuss the role of learning communities as a professional development tool to move teachers from knowledge to action in using formative assessments to improve student performance. What implications might this information have for the professional development portion of the campus action plan that you develop in the Week 4 Application assignment? <b>Cite sources using APA.</b> Due Day 4 (Thursday @ 11:59 p.m.)</p> <p><b>Assignment: "Vision, Action Planning and Professional Growth."</b></p> <p><b><i>Due day 7 (Sunday) 11:59 p.m. The week 4 assignment is a KEY assessment &amp; MUST be submitted to TK20 and Blackboard. It will be graded in TK20 only and reported in the Blackboard grade book. If assistance is needed, contact TK20: <a href="mailto:TK20@lamar.edu">TK20@lamar.edu</a> or (409) 880-2126 or (409) 880-7608. Due in TK20 and Blackboard by Friday of week 4 to speak to the tk20 staff.</i></b></p>

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	Go to the website shown below and follow the directions for uploading to TK20. <a href="https://helpdesk.tk20.com/helpdesk/completing-a-course-binder-version-8/">https://helpdesk.tk20.com/helpdesk/completing-a-course-binder-version-8/</a>
<b>Week 5</b>	<b>Site-Based Decision Making</b>
	<p><b>Lecture: Site-Based Decision Making</b></p> <p><b>Readings:</b></p> <ol style="list-style-type: none"> <li>1. Texas Education Code (TEC 11.251). Considerations for local implementation (of the site based decision-making process).</li> <li>2. Richardson, M. (2005). Consensus leadership, <i>Principal Leadership</i>, 6(4), 32-35.</li> <li>3. Elmore, R. F., &amp; City, E. A. (2007). The road to school improvement. <i>Harvard Education Letter</i>, 23(3), 1-3.</li> <li>4. Nye, K., &amp; Capelluti, J. (2003). The ABCs of decision-making. <i>Principal Leadership</i>, 3(9), 8-10.</li> <li>5. Reeves, D. B. (2007). How do you sustain excellence? <i>Educational Leadership</i>, 65(3), 86-87.</li> </ol> <p><b>Complete the following Assessments-</b></p> <ol style="list-style-type: none"> <li>6. <b>Discussion:</b> What is the value of consensus building in the school improvement process, and how does your school go about the process of consensus building? Share strategies that have been successful at your school or another organization.</li> </ol> <p><b>Initial post due Thursday, day 4 by 11:59 p.m.</b></p> <p><b>Final post to 2 colleagues is Friday, day 5 by 11:59 p.m.</b></p> <p><b>7. Assignments-</b></p> <ol style="list-style-type: none"> <li>1.) Reflections Part 1- SBDM Interviews</li> <li>2.) Reflections Part 2- Campus Plan Going Forward: Next Steps.</li> </ol> <p><b>Week 5 assignments due Friday, day 5, by 11:59 p.m.</b></p> <p><b><u>This course ends of Friday, December 22.</u></b></p> <p><b>Self-Evaluation- Complete the Post Course Self-Evaluation</b></p>

**FOR YOUR INFORMATION: RESOURCES for LUAP students**

**For questions regarding the following topics, contact the following:**

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- Practicum Resource Blackboard course: EDLD Practicum Orientation: Educational Leadership
- Practicum requirements, activities, plan, log, and videos: [edldpracticum@lamar.edu](mailto:edldpracticum@lamar.edu)
- Video uploads, Practicum Portfolios, Course Binders, and TK20 accounts: [tk20@lamar.edu](mailto:tk20@lamar.edu) or 409-880-7608
- LCE: [kim.elizondo@my.lamar.edu](mailto:kim.elizondo@my.lamar.edu)
- Action Research Masters ONLY students: [dazodi@lamar.edu](mailto:dazodi@lamar.edu)
- School Community Project Principal Cert ONLY students: [kim.elizondo@my.lamar.edu](mailto:kim.elizondo@my.lamar.edu)
- Field Supervisors and Interactive Web Conference: [kim.elizondo@my.lamar.edu](mailto:kim.elizondo@my.lamar.edu)
- Interim Practicum Log Submission: [darylann.borel@lamar.edu](mailto:darylann.borel@lamar.edu)
- TExES: [Grad.TExES@lamar.edu](mailto:Grad.TExES@lamar.edu)
- Certification: [Grad.Certification@lamar.edu](mailto:Grad.Certification@lamar.edu)
- TExES and Testing Website:
- [www.lu---texas.com](http://www.lu---texas.com)

Scholarly Writing: Assignment submissions should adhere to standards of scholarly writing and academic honesty. Cite ALL references using APA formatting guidelines. For more information please visit: <http://thewritesource.com/apa/apa.htm>.

Please use the following links to improve your scholarly writing. We are providing rubric points for Assignment Mechanics, so we urge you to utilize the APA resources to help you properly credit any citations or references and improve your scholarly writing skills:

<http://www.apastyle.org/learn/tutorials/basics-tutorial.aspx>  
<http://www2.cwpost.liu.edu/cwis/cwp/library/workshop/citapa.htm>  
<http://lib.usm.edu/legacy/tutorials/apatutorial/tutorialindex.html>  
<http://research.lesley.edu/content.php?pid=22990&sid=524168> <http://owl.english.purdue.edu/owl/resource/560/01/>

YouTube Videos <http://www.youtube.com/watch?v=X5V9INHwdIA>  
[http://www.youtube.com/watch?v=FaQ6\\_KWO7fk](http://www.youtube.com/watch?v=FaQ6_KWO7fk) <http://www.youtube.com/watch?v=9pbUoNa5tyY>  
<http://www.youtube.com/watch?v=Z5tcCUxyHfK>

For more information on APA, please visit: <http://thewritesource.com/apa/apa.htm>

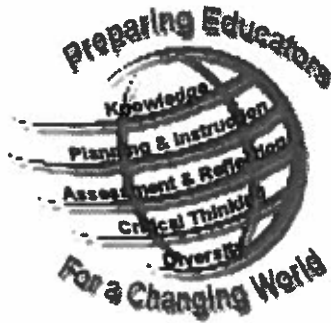
Post APA - Sample APA 6th Edition Paper for your sections: <http://owl.english.purdue.edu/owl/resource/560/18/>

Post APA - Citation Guide and link to OWL: <http://owl.english.purdue.edu/owl/section/2/10/>

Post APA - post links to tutorials in OWL: <http://owl.english.purdue.edu/owl/resource/664/1/>

**Lamar University**  
**College of Education and Human Development**  
**Department of Educational Leadership**

**SYLLABUS**



*The CONCEPTUAL FRAMEWORK of the Lamar University undergraduate and graduate educator preparation programs illuminates the vision of the faculty. The programs prepare educators for a changing world by requiring as outcomes general education, pedagogical content knowledge, content proficiency, pedagogical strategies, communication skills, values, and analytical abilities. Critical thinking is required for responding to the diverse needs of P-12 students in myriad and changing settings. Lamar University educator preparation candidates also develop dispositions and habits of mind needed for "self-learning" and lifelong learning", that will equip them to encounter problems and change with confidence.*

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**I. Course Prefix, Number, and Title    EDLD 5335 Curriculum Management**

**II. Department Address**

Department of Educational Leadership  
Lamar University  
P O Box 10034  
Beaumont, TX 77710  
Phone: (409) 880-8689  
FAX: (409) 880-8685

**III. Course Professors**

**A. Lead Professor**

Name: David K. Wallace, Ph.D.

Title: Assistant Professor

Phone: (409) 880-8689 and (301) 802-1899 (Mobile)

Email: [dwallace8@lamar.edu](mailto:dwallace8@lamar.edu)

Course sections: A01, A02, A03, A04, A05

**B. Co- Professor (assigned to designated sections)**

Name: Christina Puente, Ed.D.

Title: Clinical Instructor

Phone: 409-880-7902

Email: [christina.puente@lamar.edu](mailto:christina.puente@lamar.edu)

Course sections: A06, A07, A08, A09, A10, A11

**IV. Course Description**

This course builds an understanding of (1) curriculum models; (2) curriculum frameworks, including those articulated at the state level; (3) alignment of instruction to standards; and (4) assessment of learning outcomes. District-level curriculum policies and requirements are reviewed. The alignment of curriculum policy, goals, assessment, and resources are examined with application to a specified school context.

**V. Standards**

**ELCC Standards**

ELCC Standard 1.3 Candidates understand and can promote continual and sustainable school improvement.

ELCC Standard 2.1 Candidates understand and can sustain a school culture and instructional program conducive to student learning through collaboration, trust, and a personalized learning environment with high expectations for students.

ELCC Standard 2.2 Candidates understand and can create and evaluate comprehensive, rigorous, and coherent curricular and instructional school program

ELCC Standard 2.3 Candidates understand and can develop and supervise the instructional capacity of school staff

**Texas State Board for Education Certification (SBEC) Principal Standards**

Ethics, Equity, and Diversity. The principal:

- (4) models and promotes the continuous and appropriate development of all learners in the campus community;
- (5) ensures all students have access to effective educators and continuous learning opportunities;

**(b) School Culture. The principal:**

- (1) ensures that a positive, collaborative, and collegial school culture facilitates and enhances the implementation of campus initiatives and the achievement of campus goals;
- (2) uses emerging issues, recent research, demographic data, knowledge of systems, campus climate inventories, student learning data, and other information to collaboratively develop a shared campus vision;
- (3) facilitates the collaborative development of a plan in which objectives and strategies to implement the campus vision are clearly articulated;

**(d) Human Capital. The principal:**

- (1) invests and manages time to prioritize the development, support, and supervision of the staff to enhance student outcomes;
- (2) ensures all staff have clear expectations that guide them and by which they are assessed, including the use of and familiarity with evidence-based appraisal rubrics, where applicable;
- (3) uses data from multiple points of the year to complete accurate appraisals of all staff, using evidence from regular observations, student data, and other sources to evaluate the effectiveness of teachers and staff;
- (4) coaches and develops educators by conducting conferences, giving individualized feedback, and supporting individualized professional growth opportunities;
- (5) facilitates the campus's professional learning community to review data, processes, and policies in order to improve teaching and learning in the school;
- (6) creates opportunities for effective staff to take on a variety of leadership roles and appropriately delegates responsibilities to staff and administrators on the leadership team;
- (7) collaboratively develops, implements, and revises a comprehensive and on-going plan for professional development of campus staff that addresses staff needs based on staff appraisal trends, goals, and student information;
- (8) ensures the effective implementation of a continuum of professional development by the appropriate allocation of time, funding, and other needed resources;

**(c) Leading Learning. The principal:**

- (1) creates a campus culture that sets high expectations, promotes learning, and provides intellectual stimulation for self, students, and staff;
- (2) prioritizes instruction and student achievement by understanding, sharing, and promoting a clear definition of high-quality instruction based on best practices from recent research;
- (3) routinely monitors and improves instruction by visiting classrooms, engaging in formative, evidence-based appraisal processes and conferences with teachers, and attending grade or team

meetings;

(4) facilitates the use of sound research-based practice in the development and implementation of campus curricular, co-curricular curricular, and extracurricular programs to fulfill academic, developmental, social, and cultural needs;

(5) facilitates campus participation in collaborative school district planning, implementation, monitoring, and curriculum revision to ensure appropriate scope, sequence, content, and alignment;

(6) implements a rigorous curriculum aligned with state standards, including college and career readiness standards;

(7) analyzes the curriculum to ensure that teachers align content across grades and that curricular scopes and sequences meet the particular needs of their diverse student populations;

(8) monitors and ensures staff uses multiple forms of student data to inform instruction and intervention decisions to maximize instructional effectiveness and student achievement;

(9) ensures that effective instruction maximizes growth of individual students and student groups, supports equity, and eliminates the achievement gap;

(10) ensures staff have the capacity and time to collaboratively and individually use classroom formative and summative assessment data to inform effective instructional practices and interventions; and

(11) facilitates the use and integration of technology, telecommunications, and information systems that enhance learning.

## **VI. Course Outcomes**

### **A. Learning Outcomes**

Identify and describe the meaning of varying types of curriculum.

Describe how conceptions of external and internal accountability for learning and curriculum have evolved.

Distinguish state and national models of curriculum and learning.

Identify and apply the components of the TEA learning system: learning goals, curriculum documents, instructional program, staff development program, measurement system, and administrative procedures.

Identify elements and principles of the "instructional core" framework

Identify learner-centered principles, and explain how they relate to curriculum, instruction, and staff development.

Identify and apply the components of the TEA learning system: learning goals, curriculum documents, instructional program, staff development program, measurement system, and administrative procedures.

Explain how the concepts and processes of "curriculum auditing" and "curriculum mapping" are similar and different.

Articulate the role of state policies as a framework for curriculum development and management at the district and local levels.

Describe the role of instructional leadership in the creation of collaboratively developed, data based campus improvement plans.

Identify leadership strategies to facilitate site-based, teacher engaged, decision-making in campus improvement initiatives.  
Identify instructional practices that can be used to address student differences in how they learn and perform on academic tasks.  
Facilitate effective campus curriculum planning based on various factors related to instructional leadership, including data based decision-making, research-based practices, and learner-centered professional development.

#### **B. Skill/Performance Outcomes**

Identify and explain types of curriculum.  
Identify and summarize the components of a state-required curriculum.  
Analyze curriculum and learning requirements in the context of the TEA learning system.  
Analyze and explain the elements of the "instructional core" and the seven principles associated with it.  
Apply the principles of learner-centered instruction in the context of "how people learn" and "data-based decision making" in the organization of a staff development session.  
Analyze learner-centered staff development and measurement in the context of the TEA learning system.  
Analyze the all of the components of the TEA learning system and make suggestions for improvements.  
Describe and critique the policy of a school board in regard to curriculum and instruction and its management.  
Analyze state-generated data and a Campus Improvement Plan for the purpose of decision-making.  
Describe the purpose and use of two curriculum management tools - curriculum auditing and curriculum mapping.  
Demonstrate knowledge of the TEA learning system, data-based decision making learner-centered instruction, and campus improvement planning by finalizing a staff development session based on an identified campus need.  
Demonstrate an understanding of ongoing, continuous improvement by revising a staff development session based on an identified campus need.  
Create an action plan to improve local school district or campus performance on a component of the TEA learning system in the context of the "instructional core."  
Reflect on the roles, responsibilities, and challenges of an instructional leader.

## **VII. Course Prerequisites**

N/A

## **VIII. Materials**

### **A. Textbook**

Readings include research reports, journal article, and professional publications

### **B. Other Resources**

Multimedia,  
Web resources  
Videos

## **VIII. Instructional Associates**

Each course section has an assigned instructional associate who will be your primary point of contact and provide support throughout the course. Information regarding your assigned Instructional Associate will be provided through an e-mail or course announcement. Your IA will provide a welcome and introductory letter with his/her contact information. Course activities, assignments, questions, and correspondence are to be emailed to your assigned IA first. If you need further assistance, please contact the professor assigned to your section.

## **IX. Course Expectations**

Students are expected to review the course syllabus prior to completing any course activity. Students are expected to participate in the discussion forum and keep current with the course schedule, assignment due dates, and assigned readings. Student work is expected to be submitted in the required format for each assignment, follow directions and rubrics in order to receive maximum points. When working in groups, all members of the group are expected to fully participate in the activity. It is the student's responsibility to maintain appropriate equipment and access to the online environment in order to fully participate in the class.

Student conduct regulations, as found in the Lamar University *Student Handbook*, apply to all graduate students. These regulations include policies relating to academic dishonesty, plagiarism, university disciplinary code, and student rights and responsibilities. It is the responsibility of all graduate students to read the *Student Handbook* and to abide by all university regulations. The student can be found at <http://students.lamar.edu/student-handbook.html>.

### **A. Participation/Attendance**

Students are expected to log into the current course on the first day of the first week of the session (normally a Monday, but in this course will be Tuesday, May 31, 2016).



Students will be dropped, without refund, after the first week for non-participations.

#### **B. Academic Honesty**

Academic honesty is expected on all assignments. All work submitted must be your own work. This includes plagiarism of both published and unpublished information. Clearly cite references when using another's ideas and use the American Psychological Association (APA) 6<sup>th</sup> Ed. for referencing both in body of a paper and reference section. Plagiarism is not just copying another's work, but it also occurs if you do not cite information that is paraphrased.

We understand that some student work is independent and some is collaborative. Please remember that even in collaborative assignments, students must submit original work. This means that two or more students may not submit assignments that are more than 15% plagiarized. It is the responsibility of each student to understand what constitutes plagiarized. Students will be held responsible for any incidences of plagiarism, accidental or not.

University policy on academic dishonesty, including plagiarism, cheating, and collusion, may be found in the *Student Handbook* published online at [www.lamar.edu/student-handbook](http://www.lamar.edu/student-handbook).

#### **C. Special Accommodations**

Lamar University is committed to providing equitable access to learning opportunities for all students. The Disability Resource Center (DRC) is located in the Communications building room 105. Office staff collaborates with students who have disabilities to provide and/or arrange reasonable accommodations. For more information, visit the link <http://www.lamar.edu/disability-resource-center/>.

If you have, or think you may have, a disability (e.g., mental health, attentional, learning, chronic health, sensory, or physical), please contact the DRC at 409-880-8347 or [drc@lamar.edu](mailto:drc@lamar.edu) to arrange a confidential appointment with the Director of the DRC to explore possible options regarding equitable access and reasonable accommodations. If you are registered with DRC and have a current letter requesting reasonable accommodations, we encourage you to contact your instructor early in the semester to review how the accommodations will be applied in the course.

#### **D. Class Communication Guidelines**

Graduate level discourse welcomes and respects differing opinions and perspectives. Our differences add richness to the learning experience. Each student is expected to use constructive and professional language and intention in all written / oral communication. Please refrain from sarcasm, humor, or any judgments of a personal nature toward any other individual. Debate and critique of ideas, concepts, and issues are invited.

Adhere to the same standards of behavior online that you follow in real life when writing emails or posting on the discussion board. More information on the student code of conduct can be found in the student handbook located at <http://students.lamar.edu/student-handbook.html#generalprovisions>.

#### **E. Privacy Policy Links for Online Services & Accessibility Policy Links**

##### **Privacy Policies**

Blackboard: <http://www.blackboard.com/Footer/Privacy-Center.aspx>

Adobe Connect: <http://www.adobe.com/privacy.html>

##### **Accessibility Policies**

Mozilla Firefox: <https://support.mozilla.org/en-US/kb/accessibility-features-firefox-make-firefox-and-we>

Microsoft: <https://www.microsoft.com/enable/microsoft/mission.aspx>

Adobe Acrobat: <http://www.adobe.com/accessibility/products/acrobat.html>

#### **X. Technology Prerequisites**

In this course, students should feel confident about their ability to navigate through typical websites and to use common word processing software in order to submit written assignments.

You need to be able to:

Navigate websites, including downloading and reading files from them.

Download and install software or plug-ins such as Adobe Reader, Window Media Player or Flash.

Use e-mail, including attaching and downloading documents/files from e-mail.

Save files in commonly used word processing formats (.doc, .docx, .rtf).

Copy and paste text and other items in computer documents.

Save and retrieve documents and files on your computer.

Locate information on the Internet using search engines.

Locate information in the library using the online catalog.

The system requirements for this course are:

##### **A. Computer/Technology Requirements**

1. Students will need regular access to a computer with a broadband Internet connection. The minimum computer requirements are:

Any current Flash-compliant browser (recent versions of Firefox or Safari)

4 GB of RAM, 8 GB or more preferred

- o \*\*Please note that Blackboard may not support Internet Explorer or Chrome.

Broadband connection (cable modem, DSL, or other high speed) required – courses are heavily video intensive

Video display capable of high-color 16-bit display – 1024 x 768 or higher resolution

A sound card and speakers or headphones

Current anti-virus software must be installed and kept up to date.

Students will need some additional free software for enhanced web browsing.

Be certain to download the free versions of the software. Most home computers purchased within the last 3-4 years meet or surpass these requirements.

- o Use Firefox (<https://www.mozilla.org/en-US/firefox/new>)
- o Adobe Reader (<https://get.adobe.com/reader/>)
- o Flash Player (<https://get.adobe.com/flashplayer/>)
- o Java (<https://www.java.com>)

/ **Attention:** If you use 32-bit and 64-bit browsers interchangeably, you will need to install both 32-bit and 64-bit Java in order to have the Java plug-in for both browsers. »  
FAQ about 64-bit Java for Windows

2. At a minimum, students must have Microsoft Office 2010 or newer or OpenOffice, or Student Office for Mac 2011 or newer. Microsoft Office is the standard office productivity software utilized by faculty, students, and staff. Microsoft Word is the standard word processing software, Microsoft Excel is the standard spreadsheet software, and Microsoft PowerPoint is the standard presentation software. Microsoft Office 365 is readily available for students. Students can either use this software package online or download and install it on their computer. To access MS Office 365, log into MyLamar and click the “Students” tab. Copying and pasting, along with attaching/uploading documents for assignment submission will also be required. If you do not have Microsoft Office or Student Office for Mac, you can check with the bookstore to see if they have any student copies.

#### **D. LUConnect Gateway**

Students are asked to obtain a Lamar Electronic Account user name and password so they can log into LUConnect. Students may get information on how to get into LUConnect through the following links: Go to <http://www.lamar.edu/> and then click on the LUConnect link on the left top corner of the screen. Follow the steps to secure your LUConnect username and password. The LUConnect portal will be used for email correspondence between the professor and the class and to access this course in Blackboard.

For questions regarding LUConnect account (setting up your account or email, username, and password issues), email us at [LUConnect@lamar.edu](mailto:LUConnect@lamar.edu) or call us at 409-880-2222, 8:00am to 5:00pm, Monday through Friday.

#### **C. Blackboard Learning Management System**

This course is asynchronous and fully online using the Blackboard (Bb) Learning Management System. Please take some time to navigate the tabs in Bb. Some live weekly sessions may be scheduled through Adobe Connect at the discretion of the instructor. Students not able to attend live sessions are expected to view the recording. All technical support questions (including password questions) for Blackboard should be addressed to Blackboard via one of the methods below:

Email: [blackboard@lamar.edu](mailto:blackboard@lamar.edu)

Daytime Support: 409.880.2222

Tool Free: 1.866.585.1738

More Blackboard support information can be found at

<http://luonline.lamar.edu/blackboard-support/>.

#### **D. Adobe Connect Web Conferences**

You do not need to download or purchase additional software to participate in the conference. However, a headset with microphone and Web camera are preferred equipment. You will be provided with an Adobe Connect link to access the web conferences, if needed. You will not need a username or password when logging into Adobe Connect. Please log in as a guest and enter your name and section number.

You can access Adobe Connect by going to <http://lamar.adobeconnect.com>.

#### **E. Tk20 - Electronic Portfolio**

Tk20 is the official electronic portfolio software of Lamar University College of Education and Human Development. Program required signature assessments, practicum logs, mentor evaluations and other documents are archived through the Tk20 secure portal. All signature assessments will be graded via Tk20, available at <http://lamar.tk20.com>. It is the responsibility of each student pursuing any degree or certification as an educator to purchase an account to access and use Tk20. The account activation fee is considered a professional expense incurred as a part of an educator preparation program. The user account may be utilized for seven years from the activation date. For assistance with purchasing or using Tk20, contact the Lamar Tk20 helpdesk at [tk20@lamar.edu](mailto:tk20@lamar.edu) or call 409-880-7608.

## **XI. Grading and Evaluation**

### **A. Assignments**

<b>Assignments</b>	<b>Points</b>
Week 1 Assignment and Discussion Board	42
Week 2 Assignment and Discussion Board	42
Week 3 Assignment and Discussion Board	42
Week 4 Assignment and Discussion Board	42
Week 5 Assignment and Discussion Board	42

**All assignments are due on the seventh day of the week, which is normally Sunday (11:59 PM CST).**

**C. Grading**

**In determining the final course grade, the following scale is used:**

189 – 210 points = A

168 – 188 points = B

147 – 167 points = C (Unacceptable for graduate level credit)

Below 147 points = F

**Students must have a cumulative 3.0 GPA to be able to graduate.**

**D. Field Observation Video Submission**

All students are required to submit their Leading video in the EDLD 5335 Tk20 course binder by the end of Week 4. A Lamar clinical instructor will contact each student via an email letter during Week 1 explaining how they will be available to answer questions and review video submissions to be sure all the required components are in the video in TK20.

**Important Grade Policy Related to Video Submission**

- a. **Students who do not submit their required video to TK20 in EDLD 5335 by the end of Week 4 will have their final grade lowered by one grade level.**
- b. **Students who do not submit their required video to TK20 in EDLD 5335 by the end of Week 5 will receive an F and must retake the course.**

**E. Discussion Board**

Initial post is due on Thursday each week and 2 responses to colleague's post by end of week (11:59 CST).

**F. Late Work Policy**

Graduate students (especially aspiring leaders) are expected to meet deadlines. Students unable to complete an assignment by the due date must contact the professor assigned to your section prior to foreseen events or immediately following unforeseen events. A 10% deduction from the final grade will occur for each day the assignment has not been submitted. Discussion board assignments are not accepted late.

**XII. Drop/Add Policy**

As a student, it is your responsibility to make sure you are officially enrolled in this course. If you decide to drop the class, it is your responsibility to officially drop. Any student who stops attending class and does not officially drop, will earn an F for the course. Detailed information about critical dates can be found at <http://students.lamar.edu/registration/course-schedules.html>

**XIII. Incomplete Grade Policy**

At the discretion of the course professor, a grade of “I” (Incomplete) if the student may be assigned if the student is unable to complete course requirements due to medical issues, family emergencies, or life events beyond the student’s control. Procrastination or failure to plan a balance between work and program do not apply. Students must inform the professor of circumstances meeting the requirements for an Incomplete prior to the end of the course. The student will have until the end of the following semester to complete and submit all required assignments. If not completed and submitted by this deadline, the grade will automatically change to an F. Please note that any course grade that changes to an F will not be subject to a grade change. **Note:** Any Incompletes must be resolved prior to enrolling in either EDLD 5397 or 5398.

**XIV. Course Evaluation**

It is the right and the responsibility of each student to complete the course evaluation. An email will be sent by the university with directions and timelines to complete. In addition, course evaluation information and instructions are available in your Practicum Orientation Course.

**XV. Additional Course Information**

**A. Syllabus Subject to Change**

While information and assurances are provided in this course syllabus, it should be understood that content may change in keeping with new research and literature and that events beyond the control of the instructor could occur. Students will be informed of any substantive occurrences that will produce syllabus changes.

**B. Academic Continuity Plan**

In the event of an announced campus closure in excess of four days due to a hurricane or other disaster, students are expected to login to Lamar University’s website’s homepage <http://www.lamar.edu> for instructions about continuing courses online.

**XVI. Course Outline**

This course is divided into five weeks. Each week's activities include readings of current research, lectures, and discussions with your colleagues, review of key concepts studied, and an assignment for you to apply the concepts discussed in the week.

<b>Week 1</b>	<b>Conceptual Models and Frameworks</b>
	<p><b>Introduction Video: Welcome and Course Overview</b></p> <p><b>Assignment: Pre-Course Self-Evaluation</b></p> <p><b>Lecture: Introduction to conceptual models and frameworks of curriculum.</b></p> <p><b>Assigned Readings:</b></p> <p>Glatthorn, Allen A. (2002). <i>Aligning the curriculum. the principal as curriculum leader: shaping what is taught and tested</i>, 2<sup>nd</sup> ed.</p> <p>Clarke, N. A., Stow, S., Ruebling, C., &amp; Kayona, F. (2006). Developing standards-based curricula and assessments: Lessons from the field. <i>The Clearing House</i>, 79(6), 258-261.</p> <p>Legislative Budget Board. (2005). <i>Develop statewide curriculum guides and increase local accountability of curriculum management</i> (Texas School Performance Review).</p> <p>Leading the instructional core: an interview with Richard Elmore (2010). <i>In Conversation</i> (Newsletter of the Ontario Ministry of Education).</p> <p><b>Assignment:</b></p> <p>Part 1: Types of Curriculum and Their Meaning</p> <p>Part 2: Summary of Curriculum Requirements</p> <p>Part 3: Leading the Instructional Core</p> <p><b>Discussion Board:</b></p> <p>What curriculum types are common in your school?</p> <p>What are two key observations you have about the instructional core (Elmore)?</p>
<b>Week 2</b>	<b>Learning-centered Principles</b>
	<p><b>Introduction Video: Week 2 Overview</b></p> <p><b>Lecture: Review and discussion of learning-centered principles and examine state</b></p>

	<p><b>learner outcomes.</b></p> <p><b>Assigned Readings:</b></p> <p>Bransford, John D., Brown, Ann L., Cockey, Rodney R. (1999). <i>How People Learn: Executive Summary</i>.</p> <p>Learner-Centered Professional Development. eTools4Education (on-line Texas-based resource).</p> <p>Bongiorno, D. Editor (2011). Using student achievement data to support instructional decision making. National Association of Elementary School Principals</p> <p><b>Assignment:</b></p> <p>Part 1: Key Learning Principles Based on How People Learn</p> <p>Part 2: Gathering Data for Decision Making</p> <p>Part 3: Instructional Core and TAPR/STAAR</p> <p>Submit the assignment by the end of Week 2</p> <p><b>Discussion Board:</b></p> <p>Based on the information in <i>How People Learn: Executive Summary</i> in this week's readings share your thoughts about the following: What types of knowledge guide teachers' interactions with students in classrooms – content knowledge, pedagogical knowledge, and procedural knowledge?</p>
<b>Week 3</b>	<b>Curriculum Management Strategies</b>
	<p><b>Introduction Video: Week 3 Overview</b></p> <p><b>Lecture: Introduction to and discussion of curriculum management tools.</b></p> <p><b>Assigned Readings:</b></p> <p>English, F. W., &amp; Steffy, B. E. (1992). Promise and problems of the curriculum audit. <i>Education</i>, 113(2), 168-171.</p> <p>Walker, Karen. (2006). Curriculum Mapping – Research Brief. Education Partnerships, Inc.</p> <p>Bottoms, Gene. What school Principals need to know about curriculum and instruction. SREB.</p> <p><b>Assignment:</b></p> <p>Part 1: TEA Learning System Components</p>



	<p>Part 2: Evaluating Board of Education Policy Part 3: Curriculum Management Tools</p> <p><b>Discussion Board:</b></p> <p>What has been your experience with Curriculum Management Audits and/or Curriculum Mapping Would your school district benefit from these curriculum management tools? Explain.</p>
<b>Week 4</b>	<b>Instructional Leadership</b>
	<p><b>Introduction Video: Week 4 Overview</b></p> <p><b>Lecture: Introduction to the role of instructional leader and curriculum management.</b></p> <p><b>Assigned Readings:</b></p> <p>The School Principal as Leader: Guiding Schools to Better Teaching and Learning. (2012). The Wallace Foundation.</p> <p>Pappano, Laura. (2011). Differentiated instruction reexamined: teachers weigh the value of multiple lessons. Harvard Education Letter</p> <p>Johnson, Lewis. (2013). What is a common assessment? RCS</p> <p>Culturally Responsive Differentiated Instruction. (2008). NYU, Steinhardt School of Culture, Education, and Human Development</p> <p><b>Assignment:</b></p> <p>Part 1: Leading Instruction Part 2: Individual Differences Part 3: Common Formative Assessments</p> <p><b>Discussion Board:</b></p> <p>What is your perspective about differentiated instruction? What are the pros and cons of developing common formative assessments?</p>
<b>Week 5</b>	<b>Application of Concepts, Strategies, Tools</b>

**Introduction Video: Week 5 Overview of Instructional Leadership and Professional Development Planning**

**Lecture: Explanation and discussion of applying course concepts to campus improvement planning and professional development.**

**Topic: Application of Concepts, Strategies, Tools**

**Assigned Readings:**

Syed, Sarosh. (2012). Leading schools through major change. Wallace Foundation Report.

Vega, Vanessa. (2013). Teacher development research: keys to educator success. *Edutopia*.

Garmston, R. J. (2007). Results-oriented agendas transform meetings into valuable collaborative events. *Journal of Staff Development*, 28(2), 55-56.

**Assignment:**

Part 1: Learner-centered Staff Development

Part 2: Going Deeper with School Improvement: Action Plan

**Discussion Board:**

How effectively does your school use data to determine goals and objectives in the Campus Improvement Plan? Explain.

What were the top 2 or 3 most useful concepts, strategies, tools discussed in this course? Explain Why.

**Assignment: Post-Course Self-Evaluation**

**Lamar University**  
**College of Education and Human Development**  
**Department of Educational Leadership**

**SYLLABUS**



*The CONCEPTUAL FRAMEWORK of the Lamar University undergraduate and graduate educator preparation programs illuminates the vision of the faculty. The programs prepare educators for a changing world by requiring as outcomes general education, pedagogical content knowledge, content proficiency, pedagogical strategies, communication skills, values, and analytical abilities. Critical thinking is required for responding to the diverse needs of P-12 students in myriad and changing settings. Lamar University educator preparation candidates also develop dispositions and habits of mind needed for "self-learning" and lifelong learning", that will equip them to encounter problems and change with confidence.*

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**I. Course Prefix, Number, and Title**  
**EDLD 5339 The Principalship**

**II. Department Address**  
 Department of Educational Leadership  
 Lamar University  
 P O Box 10034  
 Beaumont, TX 77710  
 Phone: (409) 880-8689  
 FAX: (409) 880-8685

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\* Read the announcement boards daily!

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### III. **Lead Professor**

Name: Nancy Adams, Ed.D. (Assigned Sections A05-A08)

Title: Associate Professor

Phone: 409-880-8699

E-mail: [nancy.adams@lamar.edu](mailto:nancy.adams@lamar.edu)

Virtual Office Hours: Each Monday @ 7:00 p.m.

<https://lamar.adobeconnect.com/adams5339/> Join us weekly on adobeconnect

- IV. **Course Description** This course positions the school leader as the effective manager of the organization and its operations. Multiple topics are addressed, such as safe and effective learning environments, student support services, school policies and procedures, discipline management, and fiscal issues in school management.

### V. **Standards**

**Educational Leadership Constituency Council (ELCC) Standard 3.0:** A building-level education leader applies knowledge that promotes the success of every student by ensuring the management of the school organization, operation, and resources through monitoring and evaluating the school management and operational systems; efficiently using human, fiscal, and technological resources in a school environment; promoting and protecting the welfare and safety of school students and staff; developing school capacity for distributed leadership; and ensuring that teacher and organizational time is focused to support high-quality instruction and student learning.

**Texas Administrative Code (TAC) Standards Required for the Principal Certificate (f.):** Learner-Centered Organizational Leadership and Management. A principal is an educational leader who promotes the success of all students through leadership and management of the organization, operations, and resources for a safe, efficient, and effective learning environment.

### VI. **Course Outcomes**

#### A. **Learning Outcomes**

Candidates will:

1. Examine and summarize the process, issues, and variables necessary to develop a viable master schedule for two levels of campuses. (TAC (f.), SBEC Domain III, competency 8, ELCC 3.2)
2. Examine and summarize the process and variables involved in developing a campus budget, including the role of the site-based decision making committee. (TAC (f.), SBEC D-III, competency 8, ELCC 3.2)
3. Examine strategies for addressing facility safety and security issues. (TAC (f.), SBEC D-III, 9, ELCC 3.3)

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4. Assess how principals monitor and evaluate the management and operations systems of selected campuses. (TAC (f.), SBEC D-III, 9, ELCC 3.1)
5. Demonstrate the use of problem solving models and guiding questions to analyze and develop plans to address case studies in school leadership and management. (TAC (f), SBEC D- III, 8 & 9, ELCC 3.0)
6. Demonstrate an understanding of how to conduct a K-12 facilities safety and security audit (TAC (f.), SBEC III- 9, ELCC 3.3)

#### **B. Performance Outcomes**

Candidates will:

1. Conduct, reflect on, and summarize interviews of two principals from different campus levels regarding management of the master schedule, the campus budget process, and facilities/safety issues. (ELCC 3.2.,3.3, TAC f, SBEC D-III 8 & 9)
2. Compare and evaluate information gleaned from interviews on each topic: management of the master schedule, management of the campus budget process, and management of facilities. (TAC f, SBEC D-III 8 & 9, ELCC 3.3.2,.3.3)
3. Read assigned readings from the e-text, *The Principal: Creative Leadership for Excellence in Schools*, and complete written reflections guided by an assignment titled "What? So What? Now What?". (TAC b, c, d, e, f,, g, & h, SBEC D-I, 1, 2, 3, D-III 8 & 9, ELCC 3.0)
4. Analyze case studies aligned with selected topics relevant to principal preparation. (TAC f., SBEC D-III, 8 & 9, ELCC 3.0,)
5. Participate in a weekly discussion group on selected case studies representing management problems which commonly occur in and around schools. (TAC b & f, SBEC D-I, 1, 2, 3, D-III 8 & 9, ELCC 3.0)
6. Conduct a K-12 District Facilities Safety and Security Audit Checklist: sections titled Demographics, Intruder, Risk Factors, Instructional (1 of 2), Instructional (2 of 2), and Administration (TAC (f.), SBEC D-III, 9, ELCC 3.3)

#### **VII. Course Prerequisites**

**EDLD 5311.**

#### **VIII. Required Textbook:**

Ubben, G., Hughes, L., Norris, C. (2016). **The Principal: Creative Leadership for Excellence in Schools**. Boston: Pearson. (8<sup>th</sup> edition)

#### **Student Registration Instructions for EDLD 5339**

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The E-textbook online purchasing has been created for your convenience. Follow the instructions to register to receive an access code. Cost: 3 months access for \$16. Hard copies may be purchased for a higher fee. Also available in the bookstore.

To register for your course, you will need:

A Student Access Code (Register Here) (This code can be found on your Online Access card. Example: SIMPLE-FRILL-TONLE-WEIRS-CHOIR-FLEES)

OR be ready to purchase directly on the website (Purchase Access)

Your school's zip code

A valid email address

## Register / Purchase Access

Need access? Start here.

[Register Here](#)

If you have an access code

[Purchase Access](#)

If you need an access code

### How to Register for and Access Your Course e-Text

1) Enter the URL for your custom course into your web browser.

[http://www.pearsoncustom.com/tx/lamar\\_education/](http://www.pearsoncustom.com/tx/lamar_education/)

You can purchase access directly online or an access card in the campus bookstore.

2) Click **Register Here** if you have an access code or **Purchase Access** if you need to purchase access (\$16).

3) Read the License Agreement and Privacy Policy and click **I Accept**.

4) Do you have a Pearson account?

a. Select **Yes** if you already have a Pearson account and your info will populate.

b. Select **No** if you do NOT have a Pearson Account.

c. Select **Not Sure** if you do not know if you have a Pearson Account.

5) Type in your **Student Access Code** in the fields provided if you have one or if you are **Purchasing Access** you won't need to enter it and click **Next**.

6) Fill out the fields on the Account Information screen and click **Next**.

7) When successful, you will see a Confirmation & Summary page with your account information. This information will also be emailed to you – be sure to keep this email for future reference.

8) Click the **Log In Now** button on the Confirmation & Summary page to view your course

**Important Note:** Each time you access your course, you will need to log in with your Login Name and Password.

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## A. Other Resources

### VIII. Instructional Associates

Information about your Instructional Associate (IA) will be provided through an email. Questions concerning assignments, submissions, due dates, etc. should be sent to the IA. Questions concerning Tk20 or Blackboard should be directed to Tk20 or Bb help. Questions that are not resolved by the IA will be forwarded by the IA to the professors for resolution. We will communicate directly with the IA to answer these questions. IA's routinely conduct inter-rater reliability to ensure equality of grading.

Answers to most questions regarding the Masters in Ed. Leadership, Masters in Ed. Tech., and Principal Certification-Only can be found in the **Education Leadership Blackboard Orientation** course in Blackboard, including LCE, certification process, practicum videos, and interactive web conferences.

### IX. Course Expectations

Student conduct regulations, as found in the Lamar University-Beaumont *Student Handbook*, apply to all graduate students. These regulations include policies relating to academic dishonesty, plagiarism, University disciplinary code, and student rights and responsibilities. It is the responsibility of all graduate students to read the *Student Handbook* and to abide by all University regulations. All student work is independent and is not considered a portion of a cohort, team or other participatory activity. The student can be found at <http://students.lamar.edu/student-handbook.html>.

## A. Participation/Attendance

Students are expected to participate in the discussion forum and keep current with the course schedule, assignment due dates, and assigned readings.

## B. Academic Honesty

Academic honesty is expected on all assignments. All work submitted must be your own work. This includes plagiarism of both published and unpublished information. Clearly cite references when using another's ideas and use the American Psychological Association (APA) 6<sup>th</sup> Ed. for referencing both in body of a paper and reference section. Plagiarism is not just copying another's work, but it also occurs if you do not cite information that is paraphrased. Take notes on a reading assignment and summarize it in your own words to demonstrate to the instructor that you understand the information. *Self-plagiarism* is when all work or partial work submitted in prior courses is submitted in the current course. This type of plagiarism is subject to regular plagiarism guidelines. **When in doubt, cite it.**

Post APA - Sample APA 6th Edition Paper for your sections: <http://owl.english.purdue.edu/owl/resource/560/18/>

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Post APA - Citation Guide and link to  
 OWL: <http://owl.english.purdue.edu/owl/section/2/10/>

Post APA – post links to tutorials in  
 OWL: <http://owl.english.purdue.edu/owl/resource/664/1/>

### **C. Special Accommodations**

Lamar University is committed to providing equitable access to learning opportunities for all students. The Disability Resource Center (DRC) is located in the Communications building room 105. Office staff collaborate with students who have disabilities to provide and/or arrange reasonable accommodations. For more information, visit the link <http://www.lamar.edu/disability-resource-center/>.

If you have, or think you may have, a disability (e.g., mental health, attentional, learning, chronic health, sensory, or physical), please contact the DRC at 409-880-8347 or [drc@lamar.edu](mailto:drc@lamar.edu) to arrange a confidential appointment with the Director of the DRC to explore possible options regarding equitable access and reasonable accommodations. If you are registered with DRC and have a current letter requesting reasonable accommodations, we encourage you to contact your instructor early in the semester to review how the accommodations will be applied in the course.

### **D. Class Communication Guidelines**

Graduate level discourse welcomes and respects differing opinions and perspectives. Our differences add richness to the learning experience. Each student is expected to use constructive and professional language and intention in all written / oral communication. Please refrain from sarcasm, humor, or any judgments of a personal nature toward any other individual. Debate and critique of ideas, concepts, and issues are invited.

Adhere to the same standards of behavior online that you follow in real life when writing emails or posting on the discussion board. More information on the student code of conduct can be found in the student handbook located at <http://students.lamar.edu/student-handbook.html#generalprovisions>.

### **E. Privacy Policy Links for Online Services & Accessibility Policy Links**

#### **Privacy Policies**

Blackboard: <http://www.blackboard.com/Footer/Privacy-Center.aspx>

Adobe Connect: <http://www.adobe.com/privacy.html>

VoiceThread – <https://voicethread.com/termsfuse/>

#### **Accessibility Policies**

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Mozilla Firefox: <https://support.mozilla.org/en-US/kb/accessibility-features-firefox-make-firefox-and-we>

Microsoft: <https://www.microsoft.com/enable/microsoft/mission.aspx>

Adobe Acrobat: <http://www.adobe.com/accessibility/products/acrobat.html>

## **X. Technology Prerequisites and Systems**

Students are not required to have advanced technology training or skills in order to be successful in this course. They should, however, feel confident about their ability to navigate through typical websites and to use common word processing software in order to submit written assignments. The system requirements for this course are:

### **A. LU Connect**

Students are asked to obtain a Lamar Electronic Account user name and password so they can log into LUConnect. Students may get information on how to get into LUConnect through the following links: Go to <http://www.lamar.edu/> and then click on the LUConnect link on the left top corner of the screen. Follow the steps to secure your LUConnect username and password. The LUConnect portal will be used for email correspondence between the professor and the class and to access this course in Blackboard.

For questions regarding your myLamar account (setting up your account or email, username, and password issues), email us at [myLamar@lamar.edu](mailto:myLamar@lamar.edu) or call us at 409-880-2222, 8:00am to 5:00pm, Monday through Friday.

### **B. Blackboard Learning Management System**

This course is asynchronous and fully online using the Blackboard (Bb) Learning Management System. Please take some time to navigate the tabs in Bb. Some live weekly sessions may be scheduled through Adobe Connect at the discretion of the instructor. Students not able to attend live sessions are expected to view the recording. All technical support questions (including password questions) for Blackboard should be addressed to Blackboard via one of the methods below:

Email: [blackboard@lamar.edu](mailto:blackboard@lamar.edu)

Daytime Support: 409.880.2222

Toll Free: 1.866.585.1738

More Blackboard support information can be found at

<http://luonline.lamar.edu/blackboard-support/>

### **C. Adobe Connect Web Conferences**

**Each Monday @ 7 p.m. Central**

**Join the web conference <https://lamar.adobeconnect.com/adams5339/>**

**You do not need to download or purchase additional software to participate in the**

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conference. However, a headset with microphone and Web camera are preferred equipment. You will be provided with an Adobe Connect link to access the web conferences, if needed. You will not need a username or password when logging into Adobe Connect. Please log in as a guest and enter your name and section number.

#### **D. Tk20 - Electronic Portfolio**

Tk20 is the official electronic portfolio software of Lamar University College of Education and Human Development. Program required signature assessments, practicum logs, mentor evaluations and other documents are archived through the Tk20 secure portal. All signature assessments will be graded via Tk20, available at <http://lamar.tk20.com>. It is the responsibility of each student pursuing any degree or certification as an educator to purchase an account to access and use Tk20. The account activation fee is considered a professional expense incurred as a part of an educator preparation program. The user account may be utilized for seven years from the activation date. For assistance with purchasing or using Tk20, contact the Lamar Tk20 helpdesk at [tk20@lamar.edu](mailto:tk20@lamar.edu) or call 409-880-7608.

### **XI. Grading and Evaluation**

#### **A. Assignments**

<b>Assignments</b>	<b>Points</b>
eTextbook 5Q Chapter quiz each week (1 point per question)	25
Participation in Weekly Discussion Boards (5 weeks @ 10 pts. each)	50
<i>What? So What? Now What?</i> reflection on Required Readings due weekly (5 weeks @ 10 pts. each).	50
Case Studies- one case study-due weekly (5 weeks @ 20 pts each).	100
Principal Interview assignment #1- due week 2	50
Principal Interview assignment #2- due week 3	50
Summary Comparing Principal Interviews-due week 4	50
Course Reflections-due week 5	65
<i>K-12 District Facilities and Security Audit Checklist</i> . Tabs titled: Demographics, Intruder, Risk Factors, Instructional (1 of 2), Instructional (2 of 2), and Administration- due week 5.	60
<b>Total Points for course</b>	<b>500</b>

**Weekly assignments due the seventh day of the week, which is Sunday (11:59 PM CST).**

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**B. Grading**

**In determining the final course grade, the following scale is used:**

450 – 500 points = A

400 – 449 points = B

350 – 399 points = C

Below 350 points = F

**Students must have a cumulative 3.0 GPA to be able to graduate.**

**C. Rubrics**

Grading rubrics are included with each assignment.

**D. Late Work Policy**

Graduate students (especially aspiring leaders) are expected to meet deadlines.

Students unable to complete an assignment by the due date must contact the IA **prior** to foreseen events or immediately following unforeseen events. A 10% deduction from the final grade will occur for each day the assignment has not been submitted. If submitted beyond the next week's assignment due date, a grade of **zero** will be assessed.

**XII. Drop/Add Policy**

As a student, it is your responsibility to make sure you are officially enrolled in this course. If you decide to drop the class, it is your responsibility to officially drop. Any student who stops attending class and does not officially drop, will earn an F for the course.

**XIII. Incomplete Grade Policy**

The professor may assign a grade of "I" (Incomplete) if the student is unable to complete course requirements due to medical issues, family emergencies, or life events beyond the student's control. Procrastination or failure to plan a balance between work and program do not apply. Students must inform the professor of circumstances meeting the requirements for an Incomplete prior to the end of the course. The student will have until the end of the following semester to complete and submit all required assignments. If not completed and submitted by this deadline, the grade will automatically change to an F.

**Note:** Any Incompletes must be made up prior to enrolling in either EDLD 5397 or 5398.

**XIV. Course Evaluation**

It is the right and the responsibility of each student to complete the course evaluation. An email will be sent by the university with directions and timelines to complete.

**XV. Additional Course Information****A. Syllabus Subject to Change**

While information and assurances are provided in this course syllabus, it should be

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understood that content may change in keeping with new research and literature and that events beyond the control of the instructor could occur. Students will be informed of any substantive occurrences that will produce syllabus changes.

**B. Academic Continuity Plan**

In the event of an announced campus closure in excess of four days due to a hurricane or other disaster, students are expected to login to Lamar University's website's homepage <http://www.lamar.edu> for instructions about continuing courses

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## XVI. Course Outline

Week 1	Creating a Vision of Leadership and Learning
	<p><b><u>Video Lectures:</u></b></p> <ol style="list-style-type: none"> <li>1. Introduction and Course Overview</li> <li>2. The Value of Leadership: Five Core Functions of the Principal</li> <li>3. Managing the Master Schedule</li> </ol> <p><b><u>Assigned Activities</u></b></p> <ol style="list-style-type: none"> <li>1. Read Chapter 12 <i>Restructuring Time: Scheduling</i> (e-textbook pg. 244) Complete and submit a 'What? So What? Now What?' reflection assignment.</li> <li>2. Read e-textbook chapter 2: The Learning Community, pg. 23 (Take the 5 Q quiz)</li> </ol> <p><b><u>Additional Readings:</u></b></p> <p><i>The Schedule as a Tool to Improve Student Learning (article)</i>  <i>Analysis of Block Scheduling (article)</i>  <i>Mixing Block and Traditional Scheduling (article)</i></p> <ol style="list-style-type: none"> <li>3. Interview #1-Due week 2. Interview the principal or A.P of your campus regarding development of the master schedule, management of the campus budget, and management of facilities. Use the <b>guiding interview questions provided in the assignment.</b></li> <li>4. Complete and submit a 1/2 page summary of selected case study. Case study # 17, eText pg. 370, "Mike is the Best You Have". <b>Use the guiding questions in the assignment.</b></li> <li>5. Discussion board topic: Case study #17. (ELCC 3.2) Review this week's case study, and share your <b><i>initial</i></b> thoughts regarding how to address the issue(s) in the case study with your discussion board colleagues. Use the Guiding Questions from the Case Study Assignment. <b>Post initial response by the 4<sup>th</sup> day of the week and respond to two colleagues by the 7<sup>th</sup> day of the week.</b></li> </ol> <p><b><u>Collaboration:</u></b></p> <p>Use the discussion board to review the thoughts and strategies of your colleagues regarding the case studies. This is a time to share. There is not always only one way. Use the guiding questions from the Case Study Assignment to assist. Use the opportunity to share and learn from one another. You may wish to discuss the case studies with your principal, assistant principal, or other administrators to gather their insights and experiences. You may also want to discuss the readings and assignments in your professional learning group (dept. or grade level) at your campus to gain insights of colleagues.</p>

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Week 2	Developing a Positive School Culture (Climate, Culture and Safety for All)
	<p><b>Video Lecture: Facilities and Safety Management</b></p> <p><b><u>Assigned Activities</u></b></p> <p>1. Read <b>Chapter 5 Creating a Positive Learning Climate</b> (e-textbook, pg. 89) Complete and submit a 'What? So What? Now What?' reflection assignment.</p> <p><b><u>Additional Readings pertinent to the 068 Principal exam:</u></b></p> <ul style="list-style-type: none"> <li>*<i>Changing Your School? First Work on Culture</i> (article)</li> <li>*<i>Texas School Safety Center website</i></li> <li>*<i>Crisis Planning: A Guide for Schools &amp; Communities</i>. U.S. Dept. of Ed.</li> <li>*<i>ELL-Study for 068 TeXes Principal exam</i></li> <li>*<i>School Attendance Officer – study for 068 TeXes Principal exam</i></li> <li>* <i>Office for Civil Rights (OCR) Dear Colleague Letter from Office of the Asst. Secretary</i></li> <li>*<i>School Safety Information from TEC</i></li> </ul> <p>2. Read eText chapter 8: <b>Special Students and Special Services</b>, pg. 158 (Take the 5 Q quiz).</p> <p>3. Submit week one assignment: Principal Interview #1.</p> <p>4. Complete and submit a case study. Case study #21, eText pg. 372, "Gun in the School".</p> <p>5. Conduct interview #2- Due week 3 Interview a principal, A.P., or person responsible from a different campus (and different level) regarding development of the master schedule, campus budget, and management of facilities. Use week 1 guiding interview questions.</p> <p><b>6. Begin the K-12 District Facilities Safety and Security audit Checklist (only the tabs titled Demographics, Intruder, Risk Factors, Instructional (1 of 2), Instructional (2 of 2), and Administration)-due week 5</b></p> <p>7. Discussion board: Case study #21. (ELCC 3.3) Review this week's case study, and share your <i>initial</i> thoughts regarding how to address the issue(s) in the case study with your discussion board colleagues. Use the Guiding Questions from the Case Study Assignment. Post initial response by the 4<sup>th</sup> day of the week and respond to two colleagues by the 7<sup>th</sup> day of the week.</p> <p><b><u>Collaboration:</u></b></p> <p>Use the discussion board to review the thoughts and strategies of your colleagues regarding the case studies. This is a time to share. There is not always only one way. Use the guiding questions from the Case Study Assignment to assist. Use the opportunity to share and learn from one another. You may wish to discuss the case studies with your principal, assistant principal, or other administrators to gather their insights and experiences. You may also want to discuss the readings and assignments in your professional learning group (dept. or grade level) at your campus to gain insights of colleagues.</p>

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<b>Week 3</b>	<b>Managing the Organization</b>
	<p><b><u>View lectures:</u></b></p> <ol style="list-style-type: none"> <li>1. <i>The School District Budget</i></li> <li>2. <i>School Budget Coding</i></li> </ol> <p><b><u>Assigned Activities</u></b></p> <ol style="list-style-type: none"> <li>1. Read Chapter 13, <i>Fiscal Accounting, Budgeting, and Building Management</i> (e-textbook, pg. 270). Complete and submit a 'What? So What? Now What?' reflection Required Reading for Chapter 13.</li> <li>2. Read eText Chapter 11: <i>Restructuring the Deployment of Instructional Personnel</i>, pg. 223 (Take the 5 Q quiz)</li> <li>3. <i>Types of Budgeting</i></li> </ol> <p><b><u>Additional Resources to prepare for TeXeS exam:</u></b></p> <ul style="list-style-type: none"> <li>*Every Student Succeeds Act (Title II funds-Teacher Quality)</li> <li>*Possible Fund Sources: Requirements for the Use of Title Funds.</li> <li>*State Compensatory Funds (SCE) Q&amp;A</li> <li>*School Account Codes Chart</li> </ul> <ol style="list-style-type: none"> <li>4. Submit Principal interview #2.</li> <li>5. Complete and submit case study. Topic: Finance. Case Study #3, eText pg. 362, 3. "<i>Don't Mess with My Budget</i>".</li> <li>6. Discussion board: Case study # 3. (ELCC 3.2) Review this week's case study, and share your <i>initial</i> thoughts regarding how to address the issue(s) in the case study with your discussion board colleagues. Use the Guiding Questions from the Case Study Assignment. Post initial response by the 4<sup>th</sup> day of the week and respond to two colleagues by the 7<sup>th</sup> day of the week.</li> </ol> <p><b><u>Collaboration:</u></b></p> <p>Use the discussion board to review the thoughts and strategies of your colleagues regarding the case studies. This is a time to share. There is not always only one way. Use the guiding questions from the Case Study Assignment to assist. Use the opportunity to share and learn from one another. You may wish to discuss the case studies with your principal, assistant principal, or other administrators to gather their insights and experiences.</p> <p>You may also want to discuss the readings and assignments in your professional learning group (dept. or grade level) at your campus to gain insights of colleagues.</p>

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<b>Week 4</b>	<b>Creating a Vision of Leadership and Learning: Organizational Leadership</b>
	<p><b>Video Lecture:</b> <i>Campus Organization</i></p> <p><b><u>Assigned Activities:</u></b></p> <ol style="list-style-type: none"> <li>1. Read Chapter 4: <i>School Improvement through Systematic Planning</i> (etextbook, pg. 56). Complete required reading and submit a 'What? So What? Now What?' reflection assignment for Chapter 4.</li> <li>2. Read e-textbook Chapter 3: <i>Decision Making</i>, p. 38 (Take the 5Q quiz.)</li> <li>3. Read e-textbook Chapter 1 pages 9-20: <b>Transformational vs. Transactional Leadership</b></li> </ol> <p><b><u>Additional Readings and resources:</u></b></p> <p>*SBDM TEA Update #14- Site based decision making at this link:  <u>Site based decision making (SBDM) SBDM TEA Update #14</u>  Download the document for future reference to prepare for the 068 TeXes Principal exam</p> <p>* Review the <i>Principal's Planning Guides</i>:</p> <ol style="list-style-type: none"> <li>a. CIP</li> <li>b. Effective Instruction,</li> <li>c. Special Education</li> </ol> <ol style="list-style-type: none"> <li>4. Submit a reflective summary comparing information from interview# 1 and interview # 2.</li> <li>5. Submit case study. Case Study # 20, eText pg. 371, "Who Gets the Money?"</li> <li>6. Discussion board: Case study # 20. (ELCC 3.2) Review this week's case study, and share your <i>initial</i> thoughts regarding how to address the issue(s) in the case study with your discussion board colleagues. Use the Guiding Questions from the Case Study Assignment. Post initial response by the 4<sup>th</sup> day of the week and respond to two colleagues by the 7<sup>th</sup> day of the week.</li> </ol> <p><b><u>Collaboration:</u></b> Use the discussion board to review the thoughts and strategies of your colleagues regarding the case studies. This is a time to share. There is not always only one way. Use the guiding questions from the Case Study Assignment to assist. Use the opportunity to share and learn from one another. You may wish to discuss the case studies with your principal, assistant principal, or other administrators to gather their insights and experiences.</p> <p>You may also want to discuss the readings and assignments in your professional learning group (dept. or grade level) at your campus to gain insights of colleagues.</p>

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<b>Week 5</b>	<b>Marketing Your School</b>
	<p><b><u>Assigned Activities</u></b></p> <ol style="list-style-type: none"> <li>1. Read <b>Chapter 15: Marketing the Schools</b> (e-textbook, pg. 327). Complete and submit a <i>What? So What? Now What?</i> reflection assignment for Required Reading for Chapter 15: Marketing the Schools, pg. 327.</li> <li>2. Read <b>Technology Applications for School Management</b> (e-textbook, pg. 297). Take the 5Q quiz.</li> <li>3. Submit a case study. Case study #25, eText pg. 373, "Students Are Hanging Around in the Shops".</li> <li>4. Course Reflections assignment: Submit a 1-2 page reflection. What knowledge have you gleaned from the case studies that you can apply in your current position? In a future administrative position? Your greatest strength? Greatest concern? Path forward?</li> <li>5. Submit the K-12 District Facilities Safety and Security Audit Checklist assignment.</li> <li>6. Discussion board: Case study # 25. (ELCC 3.1 &amp; 3.3) Review this week's case study, and share your <u>initial</u> thoughts regarding how to address the issue(s) in the case study with your discussion board colleagues. Use the Guiding Questions from the Case Study Assignment. Post initial response by the 4<sup>th</sup> day of the week and respond to two colleagues by the 7<sup>th</sup> day.</li> </ol> <p><b><u>Collaboration:</u></b></p> <p>Use the discussion board to review the thoughts and strategies of your colleagues that address the case studies. This is a time to share. There is not always only one way. Use the guiding questions from the Case Study Assignment to assist. Use the opportunity to share and learn from one another. You may wish to discuss the case studies with your principal, assistant principal, or other administrators to gather their insights and experiences.</p> <p>You may also want to discuss the readings and assignments in your professional learning group (dept. or grade level) at your campus to gain insights of colleagues.</p>

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**Lamar University**  
**College of Education and Human Development**  
**Department of Educational Leadership**

**SYLLABUS**



*The CONCEPTUAL FRAMEWORK of the Lamar University undergraduate and graduate educator preparation programs illuminates the vision of the faculty. The programs prepare educators for a changing world by requiring as outcomes general education, pedagogical content knowledge, content proficiency, pedagogical strategies, communication skills, values, and analytical abilities. Critical thinking is required for responding to the diverse needs of P-12 students in myriad and changing settings. Lamar University educator preparation candidates also develop dispositions and habits of mind needed for "self-learning" and lifelong learning", that will equip them to encounter problems and change with confidence.*

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**I. EDLD 5345 Human Resources Development**

**II. Department Address**

Department of Educational Leadership    Phone: (409) 880-8689  
Lamar University                              FAX: (409) 880-8685  
P O Box 10034  
Beaumont, TX 77710

**III. Lead Professor**

Name: Cynthia Cummings, Ed.D.  
Title: Assistant Professor and Director of Online Programs  
Phone: 409-880-8689  
E-mail: cdcummings@lamar.edu  
Virtual Office Hours: Tuesday at 7:30 CST

**Other Course Professors:**

Dr. David Wallace  
[David.wallace@lamar.edu](mailto:David.wallace@lamar.edu)

Dr. Christina Puente  
[ccpuente@lamar.edu](mailto:ccpuente@lamar.edu)

Dr. Scott Sheppard  
[ssheppard2@lamar.edu](mailto:ssheppard2@lamar.edu)

Dr. Shelly Allen  
[Sallen5@lamar.edu](mailto:Sallen5@lamar.edu)

Dr. Glen Harrison  
[gaharrison@lamar.edu](mailto:gaharrison@lamar.edu)

Dr. Porchanee' White  
[Pwhite5@lamar.edu](mailto:Pwhite5@lamar.edu)

**IV. Course Description**

This course focuses on building the human resources to support the learning and instructional mission of the school and the attainment of school goals. Topics include: cultural competency, change management, ethical considerations in interactions with others, district policy and its relationship to personnel, confidentiality, employment and personnel law, contract renewal and nonrenewal, teacher development, and an understanding of motivational theories and its application within the school environment.

**V. Standards**

**ELCC Standard 2.3: Candidate understands and can develop and supervise the instructional and leadership capacity of school staff.**

**ELCC Standard 5.4 Candidate understands and can evaluate the potential moral and legal consequences of decision making in the school.**

**SBEC Principal Competency 003: The principal knows how to act with integrity, fairness and in an ethical and legal manner.**

**SBEC Principal Competency 005: The principal knows how to advocate, nurture, and sustain an instructional program and a campus culture that are conducive to student learning and staff professional growth.**

**(d) Human Capital. The principal:**

- (1) invests and manages time to prioritize the development, support, and supervision of the staff to enhance student outcomes;
- (7) collaboratively develops, implements, and revises a comprehensive and on-going plan for professional development of campus staff that addresses staff needs based on staff appraisal trends, goals, and student information;
- (8) ensures the effective implementation of a continuum of professional development by the appropriate allocation of time, funding, and other needed resources;
- (9) implements effective, legal, and appropriate strategies for the recruitment, selection, assignment, and induction of campus staff; and
- (10) plans for and adopts early hiring practices.

**(e) Executive Leadership. The principal:**

- (9) develops, implements, and evaluates change processes for organizational effectiveness;
- (10) uses effective planning, time management, and organization of work to maximize attainment of school district and campus goals;

**(f) Strategic Operations. The principal:**

- (6) implements strategies that enable the physical plant, equipment, and support systems to operate safely, efficiently, and effectively to maintain a conducive learning environment;
- (7) applies local, state, and federal laws and policies to support sound decisions while considering implications related to all school operations and programs;
- (8) collaboratively plans and effectively manages the campus budget;
- (9) uses technology to enhance school management;

## **VI. Course Outcomes**

**Performance Outcomes:**

**Candidates will:**

- Review the Texas Administrative Code of Ethics for Educators, and through interviews and observations, analyze the application of the code of ethics on their campus and district.
- Find district local and legal policies and procedures regarding personnel and human resource development.
- From the lecture and review of personnel policies and procedures, identify types of questions that would be inappropriate in recruiting and/or interviewing prospective staff.

- Describe the types of teacher contracts in Texas public schools.
- Conduct interviews with school leaders to explore strategies to recruit and retain highly qualified teachers and/or administrators.
- Examine and analyze campus and/or district mentoring programs for teachers and **share** this information on the discussion board.
- Review the Commissioners Rules for Teacher Evaluation
- Review the TTESS Evaluation System with an overview of the following components: Goal Setting Conference, Pre- Conference, Post-Conference, Classroom Observation, Teacher Self Evaluation, and End of the Year Conference.
- Develop, through the readings, a knowledge base of fixed vs growth mindset, teacher effectiveness, components of teacher evaluation systems and how principal knowledge and training effect the implementation of the teacher evaluation system.
- Examine the TTESS Appraiser's Guide and rubric to categorize where evidence will be collected and create guiding questions to facilitate reflective dialogue.
- Understand effective documentation to guide personnel decisions.
- Analyze a scenario to formulate a Post-Conference Plan and create documentation to justify personnel decisions.
- Review and report on how technology is used in human resources and in your professional development on your campus and district.
- Conduct and analyze a cultural proficiency survey examining how campuses respond to issues of diversity.
- Apply cultural proficiency tools in analyzing and assessing diversity issues in the workplace.
- Conduct interview(s) with campus administrators regarding implementation of the Professional Development and Appraisal System (PDAS).
- Examine the pros and cons of merit pay for professional personnel.
- Identify the multiple roles of principals in managing personnel and human resource issues.
- Interpret student performance data to identify instructional needs,
- Write a proposal and/or set of recommendations to fund the plan designed to address the most significant instructional need of the campus in question, and
- Develop the budget and/or budgetary recommendations for the proposal using the account code structure detailed in the Texas Education Agency's *Financial Accounting System Resource Guide*.
- Conduct interview with campus principal regarding organizational leadership
- Reflect on interviews regarding candidate's principals management techniques, delegating, and site based decision-making
- Critique an article on organizational management and leadership

## **VII. Course Prerequisites**

Enrolled and successfully completed EDLD 5311 and a passing grade (No Incompletes or grades below C) in the all previous courses.

## **VIII. Materials**

### **A. Textbook- No required textbook for this course.**

## **VIII. Instructional Associates**

Information about your Instructional Associate (IA) will be provided through an email. Questions concerning assignments, submissions, due dates, etc. should be sent to the IA. Questions concerning Tk20 or Blackboard should be directed to Tk20 or Bb help. IA's continually conduct inter-rater reliability to ensure equality of grading. Any appeals concerning decisions made by the IA should be sent to the course professor.

## **IX. Course Expectations**

Student conduct regulations, as found in the Lamar University-Beaumont *Student Handbook*, apply to all graduate students. These regulations include policies relating to academic dishonesty, plagiarism, University disciplinary code, and student rights and responsibilities. It is the responsibility of all graduate students to read the *Student Handbook* and to abide by all University regulations. All student work is independent and is not considered a portion of a cohort, team or other participatory activity.

### **A. Participation/Attendance**

Students are expected to participate in the discussion forum and keep current with the course schedule, assignment due dates, and assigned readings.

### **B. Academic Honesty**

Academic honesty is expected on all assignments. All work submitted must be your own work. This includes plagiarism of both published and unpublished information. Clearly cite references when using another's ideas and use the American Psychological Association (APA) 6<sup>th</sup> Ed. for referencing both in body of a paper and reference section. Plagiarism is not just copying another's work, but it also occurs if you do not cite information that is paraphrased. Take notes on a reading assignment and summarize it in your own words to demonstrate to the instructor that you understand the information. *Self-plagiarism* is when all work or partial work submitted in prior courses is submitted in the current course. This type of plagiarism is subject to regular plagiarism guidelines.

### **C. Special Accommodations**

It is the policy of Lamar University to accommodate students with disabilities, pursuant to federal and state law, and the University's commitment to equal educational opportunities. Students should contact Lamar University's Disability Resource Center for accommodations. The Disability Resource Center offers a variety of services designed to assure qualified students with disabilities including access to the university's activities, programs, and services. To receive academic adjustments and/or accommodations, contact the DRC Director at 409.880.8347 or visit the link <http://www.lamar.edu/disability-resource-center/> to make an appointment to submit documentation of disability and to discuss disability-based academic

adjustments/accommodations. Services are provided free of charge for qualified students who have provided proper documentation and completed the intake process.

**D. Class Communication Guidelines**

Graduate level discourse welcomes and respects differing opinions and perspectives. Our differences add richness to the learning experience. Each student is expected to use constructive and professional language and intention in all written or oral communication. Please refrain from sarcasm, humor, or any judgments of a personal nature toward any other individual. Debate and critique of ideas, concepts, and issues are invited.

**E. Privacy Policy Links for Online Services & Accessibility Policy Links**

Privacy Policies

Blackboard: <http://www.blackboard.com/Footer/Privacy-Center.aspx>

Adobe Connect: <http://www.adobe.com/privacy.html>

Accessibility Policies

Mozilla Firefox: <https://support.mozilla.org/en-US/kb/accessibility-features-firefox-make-firefox-and-we>

Microsoft: <https://www.microsoft.com/enable/microsoft/mission.aspx>

Adobe Acrobat: <http://www.adobe.com/accessibility/products/acrobat.html>

**X. Technology Prerequisites and Systems**

Students are not required to have advanced technology training or skills in order to be successful in this course. They should, however, feel confident about their ability to navigate through typical websites and to use common word processing software in order to submit written assignments.

**A. MyLamar Gateway**

Students are asked to obtain a Lamar Electronic Account user name and password so they can log into MyLamar. Students may get information on how to get into MyLamar through the following links: Go to <http://www.lamar.edu/> and then click on the MyLamar link on the left top corner of the screen. Follow the steps to secure your MyLamar username and password. The MyLamar portal will be used for email correspondence between the professor and the class and to access this course in Blackboard.

For questions regarding your myLamar account (setting up your account or email, username, and password issues), email us at [myLamar@lamar.edu](mailto:myLamar@lamar.edu) or call us at 409-880-2222, 8:00am to 5:00pm, Monday through Friday.

**B. Blackboard Learning Management System**

This course is asynchronous and fully online using the Blackboard (Bb) Learning Management System. Please take some time to navigate the tabs in Bb. Some live weekly sessions may be scheduled through Adobe Connect at the discretion of the

instructor. Students not able to attend required live sessions are expected to view the recording. All technical support questions (including password questions) for Blackboard should be addressed to Blackboard via one of the methods below:

Email: [blackboard@lamar.edu](mailto:blackboard@lamar.edu)  
Daytime Support: 409.880.2222  
After Hours Support: 1.866.585.1738

### **C. Adobe Connect Web Conferences**

You do not need to download or purchase additional software to participate in the conference. However, a headset with microphone and Web camera are preferred equipment. You will be provided with an Adobe Connect link to access the web conferences, if needed. You will not need a username or password when logging into Adobe Connect. Please log in as a guest and enter your name and section number.

### **D. Tk20 - Electronic Portfolio**

Tk20 is the official electronic portfolio software of Lamar University College of Education and Human Development. Program required signature assessments, intern logs, mentor evaluations and other documents are archived through the Tk20 secure portal. All signature assessments will be graded via Tk20. It is the responsibility of each student pursuing any degree or certification as an educator to purchase an account to access and use Tk20. The account activation fee is considered a professional expense incurred as a part of an educator preparation program. The user account may be utilized for seven years from the activation date. For assistance with Tk20, please call 409-880-2126 for the Tk20 help desk.

<http://lamar.tk20.com>

## **XI. Grading and Evaluation**

**\*All assignments are due on the seventh day of each week relative to the start date of the course.**

**Assignments: 100 points/weekly**  
**Discussion Board: 20 points/weekly**

**Total: 500 points**  
**100 points**

**Course Total**

---

**600 points**

### **Grading**

**In determining the final course grade, the following scale is used:**

**540-600 points = A**

**480-539 points = B**

**420-479 points = C**

**Below 420 points = Unsuccessfully completed course**

**Total Points for course: 600**



**\*Students must have a cumulative 3.0 GPA to be able to graduate.**

**B. Rubrics**

Rubrics assigned to each assignment are included in the weekly assignment document.

**C. Late Work Policy**

Graduate students (especially aspiring leaders) are expected to meet deadlines. Students unable to complete an assignment by the due date must contact the instructor prior to foreseen events or immediately following unforeseen events. If professor does not grant an extension, a 10% deduction from the final grade will occur for each day the assignment has not been submitted.

**XII. Drop/Add Policy**

It is the student's responsibility to make sure you are officially enrolled in this course. If you decide to drop the class, it is your responsibility to officially drop. Any student who stops attending class and does not officially drop, will earn an F for the course.

**XIII. Incomplete Grade Policy**

A student may request a grade of "I" (Incomplete) if unable to complete course requirements due to medical issues, family emergencies, or life events beyond the student's control. Procrastination or failure to plan a balance between work and program do not apply. Students must request an Incomplete prior to the end of the course. The student will have until the end of the following semester to complete and submit all required assignments. If not completed and submitted by this deadline, the grade will automatically change to an F. **Note:** Any Incompletes must be made up prior to enrolling in either EDLD 5397 or 5398.

**XIV. Course Evaluation**

It is the right and the responsibility of each student to complete the course evaluation. An email will be sent by the university with directions and timelines to complete.

**XV. Additional Course Information**

**A. Syllabus Subject to Change**

While information and assurances are provided in this course syllabus, it should be understood that content may change in keeping with new research and literature and that events beyond the control of the instructor could occur. Students will be informed of any substantive occurrences that will produce syllabus changes.

**B. Academic Continuity Plan**

In the event of an announced campus closure in excess of four days due to a hurricane or other disaster, students are expected to login to Lamar University's website's homepage <http://www.lamar.edu> for instructions about continuing courses online.

## XVI. Course Outline

Week 1	Personnel Decisions
	<p><b>Lecture/Introduction Video:</b></p> <ul style="list-style-type: none"> <li>• Introduction</li> </ul> <p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>• Yaffe, D. (2015, February). Find, keep, cultivate THE BEST: A guide to recruiting and nurturing successful teachers. <i>District Administration</i>, February 2015, 31-34. <a href="https://www.districtadministration.com/article/find-keep-cultivate-best-teachers">https://www.districtadministration.com/article/find-keep-cultivate-best-teachers</a></li> <li>• Schaffhauser, D. (2014). The problem isn't teacher recruiting; It's retention. <i>THE Journal</i>. Retrieved from <a href="https://thejournal.com/articles/2014/07/17/the-problem-isnt-teacher-recruiting-its-retention.aspx">https://thejournal.com/articles/2014/07/17/the-problem-isnt-teacher-recruiting-its-retention.aspx</a></li> <li>• Tenuto, P. L., Gardiner, M. E., &amp; Yamamoto, J. K. (2016). Leaders on the front line - managing emotion for ethical decision making: A teaching case study for supervision of school personnel. <i>Journal of Cases in Educational Leadership</i>, 19(3), 11-26. doi:10.1177/1555458916657123</li> </ul> <p><b>Assignment: Due on the 7<sup>th</sup> day of week 1 (11:59 CST)</b>  Week 1 Assignment, Part 1: Teacher Recruitment and Retention  Week 1 Assignment, Part 2: Teacher Contracts; Renewal &amp; Nonrenewal  Week 1 Assignment, Part 3A: Ethical Practices: Case Study  Week 1 Assignment, Part 3B: Ethical Practices: Code of Conduct Overview</p> <p><b>Discussion 1: Initial post due on Thursday each week and 2 responses to colleague's post by end of week1 (11:59 CST)</b></p> <ul style="list-style-type: none"> <li>• How do you define ethics?</li> <li>• <u>Regarding personnel and staffing (human resources)</u>, in what ways do you think that your personal code of ethics may be tested in a school leadership position?</li> <li>• <u>Regarding personnel and staffing (human resources)</u>, how would your personal code of ethics guide your decision making as a school leader</li> </ul>
Week 2	Revisiting the Widget Effect: Teacher Evaluation Reforms and the Distribution of Teacher Effectiveness
	<p><b>Lecture/Introduction Video:</b></p> <ul style="list-style-type: none"> <li>• Introduction</li> </ul> <p><b>Readings: (List)</b></p> <ul style="list-style-type: none"> <li>• Kraft, M.A. &amp; Gilmour, A.F. (2016). Revisiting the Widget Effect: Teacher evaluation reforms and the distribution of teacher effectiveness. Brown University Working Paper</li> <li>• Templeton, N. R., Willis, K., &amp; Hendricks, L. (2016). The Coaching Principal: Building teacher capacity through the Texas teacher evaluation and support system</li> </ul>

	<p>(T-TESS). <i>The International Journal of Organizational Innovation</i>, 08(4), 140-145.</p> <ul style="list-style-type: none"> <li>• Heflin, P. A., &amp; VandeWalle, D. (2008). Managers' implicit assumptions about personnel. <i>Current Directions in Psychological Science</i>, 17(3), 219-223.</li> <li>• Kristjansson, S., &amp; Tashjian, D. (2016). 1. Case study: Transparency and candor and a growth mindset. <i>People &amp; Strategy</i>, 39(4), 26-30.</li> </ul> <p><b>Assignment: Due on the 7<sup>th</sup> day of week 2 (11:59 CST)</b></p> <ul style="list-style-type: none"> <li>• Week 2 Assignment, Part 1: Knowledge about TTESS Documents</li> <li>• Week 2 Assignment, Part 2: Fixed vs. Growth Mindset</li> <li>• Week 2 Assignment, Part 3: Refinement Plan</li> <li>• Week 2 Assignment, Part 4: Documentation</li> </ul> <p><b>Discussion2: Initial post due on Thursday each week and 2 responses to colleague's post by end of week2 (11:59 CST)</b></p> <ul style="list-style-type: none"> <li>• How would you define teacher effectiveness?</li> <li>• How will TTESS be different than PDAS?</li> <li>• Which component of the TTESS evaluation system do you think will be the most difficult for you as new administrator? Why?</li> <li>• Give one example of how a growth mindset culture can affect the success of a campus's teacher evaluation system?</li> <li>•</li> </ul>
<b>Week 3</b>	<b>Cultural Competence</b>
	<p><b>Lecture/Introduction Video:</b></p> <ul style="list-style-type: none"> <li>• Introduction</li> <li>• What is Cultural Competence</li> <li>• Continuum of Cultural Competency</li> <li>• Diversity and Cultural Awareness</li> <li>• How to Develop Cultural Awareness</li> </ul> <p><b>Readings: (List)</b></p> <ul style="list-style-type: none"> <li>• Cultural Competency</li> <li>• Cultural Proficiency</li> <li>• Diversity</li> <li>• The Culture Audit</li> </ul> <p><b>Assignment: Due on the 7<sup>th</sup> day of week 3 (11:59 CST)</b></p> <ul style="list-style-type: none"> <li>• Week 3 Assignment, Part 1: Six Points of the Cultural Proficiency Continuum</li> <li>• Week 3 Assignment, Part 2: Cultural Proficiency Receptivity Scale</li> <li>• Week 3 Assignment, Part 3: Professional Development Rubric</li> <li>• Week 3 Assignment, Part 4: Article Critique No. 1</li> </ul>

	<p><b>Discussion3: Initial post due on Thursday each week and 2 responses to colleague's post by end of week3 (11:59 CST)</b></p> <ul style="list-style-type: none"> <li>• What was your definition of cultural competence before this course?</li> <li>• Describe your awareness of cultural competence in your school setting.</li> <li>• What strategies can you use to promote a transition towards cultural proficiency on your campus?</li> </ul>
<b>Week 4</b>	<b>Organizational Leadership, Decision-Making and Problem Solving</b>
	<p><b>Lecture/Introduction Video:</b></p> <ul style="list-style-type: none"> <li>• Introduction</li> </ul> <p><b>Readings: (List)</b></p> <p><b>Assignment: Due on the 7<sup>th</sup> day of week 3 (11:59 CST)</b></p> <ul style="list-style-type: none"> <li>• Week 4 Assignment, Part 1: HR Organization Leadership Interview and Reflection</li> <li>• Week 4 Assignment, Part 2: Article Critique</li> </ul> <p><b>Discussion4: Initial post due on Thursday each week and 2 responses to colleague's post by end of week4 (11:59 CST)</b></p> <ul style="list-style-type: none"> <li>• How does a principal develop decision making and problem-solving skills?</li> <li>• Are those skills that an administrator must instinctively have?</li> <li>• Do they come with experience?</li> <li>• As an aspiring administrator, what do you feel are your strengths and weaknesses in terms of decision making and problem solving?</li> </ul>
<b>Week 5</b>	<b>Budgeting, Resource Allocation and Financial Management</b>

**Lecture/Introduction Video:**

- Budgeting and Resource Allocation
- ELCC Standards
- ELCC Standards
- Practitioner

**Readings: (List)**

- The Status of School Finance Equity in Texas
- Does Spending More on Education Improve Academic Achievement?

**Assignment: Due on the 7<sup>th</sup> day of week 5 (11:59 CST)**

- Week 5 Assignment, Part 1A: Data Interpretation
- Week 5 Assignment, Part 1B: The Proposal
- Week 5 Assignment, Part 2: References
- Week 5 Assignment, Part 3: Budget

**Discussion5: Initial post due on Thursday each week and 2 responses to colleague's post by end of week5 (11:59 CST)**

For this week's discussion board, choose ONE of the two articles in the readings and respond to the following. Make sure you indicate the article you are discussing.

*For The Status of School Finance Equity in Texas:*

- What are the common issues among all of the Texas court cases involving school finance?
- How does Texas attempt to equalize funding for school districts?
- Describe the concept of "Adequacy vs. Excellence."

*For Does Spending More on Education Improve Academic Achievement:*

- Describe the levels of funding from state, local and federal sources and the historical trends in public education spending.
- What conclusion is reached in the article regarding the central question raised in the title of the article?
- Does this article confirm or change your previous opinion regarding spending and student achievement, and why?



**Lamar University**  
**College of Education and Human Development**  
**Department of Educational Leadership**

**SYLLABUS**



*The CONCEPTUAL FRAMEWORK of the Lamar University undergraduate and graduate educator preparation programs illuminates the vision of the faculty. The programs prepare educators for a changing world by requiring as outcomes general education, pedagogical content knowledge, content proficiency, pedagogical strategies, communication skills, values, and analytical abilities. Critical thinking is required for responding to the diverse needs of P-12 students in myriad and changing settings. Lamar University educator preparation candidates also develop dispositions and habits of mind needed for "self-learning" and lifelong learning", that will equip them to encounter problems and change with confidence.*

**I. Course Prefix, Number, and Title EDLD 5352 Instructional Leadership**

**II. Department Address**

Department of Educational Leadership  
Lamar University  
P O Box 10034  
Beaumont, TX 77710  
Phone: (409) 880-8689 FAX: (409) 880-8685

**III. Course Professors**

**A. Lead Professor**

Name: David K. Wallace, Ph.D.  
Title: Director Masters Program and Certifications/Assistant Professor  
Phone: (409) 880-7125  
Email: [dwallace8@lamar.edu](mailto:dwallace8@lamar.edu)

Course sections: A01, A02, A03, A04, A05

Virtual Office Hours: 30 minutes following weekly web conferences

**B. Co- Professors**

Name: Nancy Adams, Ed.D.  
Title: Associate Professor  
Phone: 409-880-8699  
E-mail: [nancy.adams@lamar.edu](mailto:nancy.adams@lamar.edu)

Course sections: A06, A07, A08, A09, A10

Name: Donna Azodi, Ed.D.  
Title: Assistant Professor  
Phone: 409-880-7883  
E-mail: [dazodi@lamar.edu](mailto:dazodi@lamar.edu)

Course sections: A11, A12, A13, A14, E01, E02, P11, P12

Name: Shelly Allen, Ed.D.  
Title: Clinical Instructor  
Phone: 806-676-9177  
E-mail: [sallen5@lamar.edu](mailto:sallen5@lamar.edu)

Course sections: P01, P02, P03, P13, P14

Name: Porchancee White, Ph.D.  
Title: Clinical Instructor, Practicum Reviewer  
Phone: 409-880-8689  
Email: [pwhite5@lamar.edu](mailto:pwhite5@lamar.edu)

Course sections: P04, P05, P06, P15

Name: Scott Sheppard, Ed.D.  
Title: Adjunct Professor  
Phone: 281-726-1880 (cell)  
Email: [ssheppard2@lamar.edu](mailto:ssheppard2@lamar.edu)

Course sections: P07, P08, P09, P10



#### **IV. Course Description**

This course emphasizes techniques for improving instruction and learning through the application of the research on effective schools and on models of instruction. Topics include leadership related to curriculum, instruction, supervision, meeting the need of diverse students, and theories and methods for adult learning and professional development. The principal as the leader of learning involves such tasks as teacher evaluation, supervision, mentoring, and effective communication.

#### **V. Standards**

##### **ELCC Standards**

ELCC Standard 1.3 Candidates understand and can promote continual and sustainable school improvement.

ELCC Standard 2.1 Candidates understand and can sustain a school culture and instructional program conducive to student learning through collaboration, trust, and a personalized learning environment with high expectations for students.

ELCC Standard 2.2 Candidates understand and can create and evaluate comprehensive, rigorous, and coherent curricular and instructional school program.

ELCC Standard 2.3 Candidates understand and can develop and supervise the instructional capacity of school staff.

ELCC Standard 2.4 Candidates understand and can promote the most effective and appropriate technologies to support teaching and learning in a school-level environment.

##### **Texas State Board for Education Certification (SBEC) Principal Standards (2016)**

##### **19 TAC Chapter 241, Principal Certificate, §241.15 Standards Required for the Principal Certificate**

(b) School Culture. The principal:

- (1) ensures that a positive, collaborative, and collegial school culture facilitates and enhances the implementation of campus initiatives and the achievement of campus goals;
- (2) uses emerging issues, recent research, demographic data, knowledge of systems, campus climate inventories, student learning data, and other information to collaboratively develop a shared campus vision;
- (3) facilitates the collaborative development of a plan in which objectives and strategies to implement the campus vision are clearly articulated;
- (4) supports the implementation of the campus vision by aligning financial, human, and

material resources;

- (5) establishes processes to assess and modify the plan of implementation to ensure achievement of the campus vision;
- (6) acknowledges, recognizes, and celebrates the contributions of students, staff, parents, and community members toward the realization of the campus vision;
- (7) models and promotes the continuous and appropriate development of all learners, including faculty and staff, in the campus community;
- (8) uses strategies to ensure the development of collegial relationships and effective collaboration of campus staff;
- (9) develops and uses effective conflict-management and consensus-building skills;
- (10) establishes and communicates consistent expectations for staff and students, providing supportive feedback to ensure a positive campus environment;
- (11) implements effective strategies to systematically gather input from all campus stakeholders, supporting innovative thinking and an inclusive culture;
- (12) creates an atmosphere of safety that encourages the social, emotional, and physical well-being of staff and students; and
- (13) ensures that parents and other members of the community are an integral part of the campus culture.

**(c) Leading Learning. The principal:**

- (1) creates a campus culture that sets high expectations, promotes learning, and provides intellectual stimulation for self, students, and staff;
- (2) prioritizes instruction and student achievement by understanding, sharing, and promoting a clear definition of high-quality instruction based on best practices from recent research;
- (3) routinely monitors and improves instruction by visiting classrooms, engaging in formative, evidence-based appraisal processes and conferences with teachers, and attending grade or team meetings;
- (4) facilitates the use of sound research-based practice in the development and implementation of campus curricular, co-curricular, and extracurricular programs to fulfill academic, developmental, social, and cultural needs;
- (5) facilitates campus participation in collaborative school district planning, implementation, monitoring, and curriculum revision to ensure appropriate scope, sequence, content, and alignment;
- (6) implements a rigorous curriculum aligned with state standards, including college and career readiness standards;
- (7) analyzes the curriculum to ensure that teachers align content across grades and that curricular scopes and sequences meet the particular needs of their diverse student populations;
- (8) monitors and ensures staff uses multiple forms of student data to inform instruction and intervention decisions to maximize instructional effectiveness and student achievement;
- (9) ensures that effective instruction maximizes growth of individual students and student groups, supports equity, and eliminates the achievement gap;

(10) ensures staff have the capacity and time to collaboratively and individually use classroom formative and summative assessment data to inform effective instructional practices and interventions; and

(11) facilitates the use and integration of technology, telecommunications, and information systems that enhance learning.

**(d) Human Capital. The principal:**

(1) invests and manages time to prioritize the development, support, and supervision of the staff to enhance student outcomes;

(2) ensures all staff have clear expectations that guide them and by which they are assessed, including the use of and familiarity with evidence-based appraisal rubrics, where applicable;

(3) uses data from multiple points of the year to complete accurate appraisals of all staff, using evidence from regular observations, student data, and other sources to evaluate the effectiveness of teachers and staff;

(4) coaches and develops educators by conducting conferences, giving individualized feedback, and supporting individualized professional growth opportunities;

(5) facilitates the campus's professional learning community to review data, processes, and policies in order to improve teaching and learning in the school;

(6) creates opportunities for effective staff to take on a variety of leadership roles and appropriately delegates responsibilities to staff and administrators on the leadership team;

(7) collaboratively develops, implements, and revises a comprehensive and on-going plan for professional development of campus staff that addresses staff needs based on staff appraisal trends, goals, and student information;

(8) ensures the effective implementation of a continuum of professional development by the appropriate allocation of time, funding, and other needed resources;

## **VI. Course Outcomes**

### **A. Learning Outcomes**

- Conducts interviews with SBMT to determine needs of continuous improvement plan
- Analyzes local district policy to determine professional development goals and outcomes
- Conducts school climate survey to gather data for professional development plan
- Writes an instructional leadership professional development plan that addresses priorities for continuous school improvement, instructional improvement, school culture, technology uses in teaching and learning, job-embedded professional development.

### **B. Skill/Performance Outcomes**

- Writes in PD plan goals and strategies to engage faculty and others in developing, implementing, and monitoring initiatives to foster a school culture that supports teaching and learning.
- Applies processes and tools for evaluating teachers in all domains of Texas Teacher Evaluation Support System (T-TESS).
- Explains, analyzes, and applies best practices for teacher growth and development found in research-based approaches to professional development with attention to administrator led PD, job-embedded PD, and professional learning communities (PLCs).
- Integrates improvement strategies and monitoring activities into PD plan to guide personalized professional development associated with the Texas T-TESS.
- Gathers, analyzes and applies data to determine improvement priorities based on interviews with SBMT.
- Assesses school climate and distinguishes what areas of school life that should be examined through the assessment process.
- Uses research-based strategies in PD plan to address needs related to improving teaching and learning and practices.
- Analyzes and evaluates technology tools to determine their appropriate uses for student learning and instruction.

**VII. Course Prerequisites**  
N/A

**VIII. Materials**

**A. Textbook/Readings**

No text. Readings include research reports, journal articles, professional publications

**B. Other Resources**

Multimedia,  
Web resources  
Videos

**VIII. Instructional Associates**

Each course section has an assigned instructional associate who will be your primary point of contact and provide support throughout the course. Information regarding your assigned Instructional Associate will be provided through an e-mail or course announcement. Your IA will provide a welcome and introductory letter with his/her contact information. Course activities, assignments, questions, and correspondence are to be emailed to your assigned IA first. If you need further assistance, please contact the professor assigned to your section.

## **IX. Course Expectations**

Students are expected to review the course syllabus prior to completing any course activity. Students are expected to participate in the discussion forum and keep current with the course schedule, assignment due dates, and assigned readings. Student work is expected to be submitted in the required format for each assignment, follow directions and rubrics in order to receive maximum points. When working in groups, all members of the group are expected to fully participate in the activity. It is the student's responsibility to maintain appropriate equipment and access to the online environment in order to fully participate in the class.

Student conduct regulations, as found in the Lamar University *Student Handbook*, apply to all graduate students. These regulations include policies relating to academic dishonesty, plagiarism, university disciplinary code, and student rights and responsibilities. It is the responsibility of all graduate students to read the *Student Handbook* and to abide by all university regulations. The student can be found at <http://students.lamar.edu/student-handbook.html>.

### **A. Participation/Attendance**

Students are expected to log into the current course on the first day of the first week of the session (normally a Monday). Students will be dropped, without refund, after the first week for non-participations.

### **B. Academic Honesty**

Academic honesty is expected on all assignments. All work submitted must be your own work. This includes plagiarism of both published and unpublished information. Clearly cite references when using another's ideas and use the American Psychological Association (APA) 6<sup>th</sup> Ed. for referencing both in body of a paper and reference section. Plagiarism is not just copying another's work, but it also occurs if you do not cite information that is paraphrased.

We understand that some student work is independent and some is collaborative. Please remember that even in collaborative assignments, students must submit original work. This means that two or more students may not submit assignments that are more than 15% plagiarized. It is the responsibility of each student to understand what constitutes plagiarism. Students will be held responsible for any incidences of plagiarism, accidental or not.

University policy on academic dishonesty, including plagiarism, cheating, and collusion, may be found in the *Student Handbook* published online at [www.lamar.edu/student-handbook](http://www.lamar.edu/student-handbook).

### **C. Special Accommodations**

Lamar University is committed to providing equitable access to learning opportunities for all students. The Disability Resource Center (DRC) is located in the Communications building room 105. Office staff collaborates with students who have disabilities to provide and/or arrange reasonable accommodations. For more information, visit the link <http://www.lamar.edu/disability-resource-center/>.

If you have, or think you may have, a disability (e.g., mental health, attentional, learning, chronic health, sensory, or physical), please contact the DRC at 409-880-8347 or [drc@lamar.edu](mailto:drc@lamar.edu) to arrange a confidential appointment with the Director of the DRC to explore possible options regarding equitable access and reasonable accommodations. If you are registered with DRC and have a current letter requesting reasonable accommodations, we encourage you to contact your instructor early in the semester to review how the accommodations will be applied in the course.

#### **D. Class Communication Guidelines**

Graduate level discourse welcomes and respects differing opinions and perspectives. Our differences add richness to the learning experience. Each student is expected to use constructive and professional language and intention in all written / oral communication. Please refrain from sarcasm, humor, or any judgments of a personal nature toward any other individual. Debate and critique of ideas, concepts, and issues are invited.

Adhere to the same standards of behavior online that you follow in real life when writing emails or posting on the discussion board. More information on the student code of conduct can be found in the student handbook located at <http://students.lamar.edu/student-handbook.html#generalprovisions>.

#### **E. Privacy Policy Links for Online Services & Accessibility Policy Links**

##### **Privacy Policies**

Blackboard: <http://www.blackboard.com/Footer/Privacy-Center.aspx>

Adobe Connect: <http://www.adobe.com/privacy.html>

##### **Accessibility Policies**

Mozilla Firefox: <https://support.mozilla.org/en-US/kb/accessibility-features-firefox-make-firefox-and-we>

Microsoft: <https://www.microsoft.com/enable/microsoft/mission.aspx>

Adobe Acrobat: <http://www.adobe.com/accessibility/products/acrobat.html>

#### **X. Technology Prerequisites**

In this course, students should feel confident about their ability to navigate through typical websites and to use common word processing software in order to submit written assignments.

You need to be able to:

- Navigate websites, including downloading and reading files from them.

- Download and install software or plug-ins such as Adobe Reader, Window Media Player or Flash.
- Use e-mail, including attaching and downloading documents/files from e-mail.
- Save files in commonly used word processing formats (.doc, .docx, .rtf).
- Copy and paste text and other items in computer documents.
- Save and retrieve documents and files on your computer.
- Locate information on the Internet using search engines.
- Locate information in the library using the online catalog.

The system requirements for this course are:

#### **A. Computer/Technology Requirements**

1. Students will need regular access to a computer with a broadband Internet connection. The minimum computer requirements are:
  - Any current Flash-compliant browser (recent versions of Firefox or Safari)
  - 4 GB of RAM, 8 GB or more preferred
    - **\*\*Please note that Blackboard may not support Internet Explorer or Chrome.**
  - Broadband connection (cable modem, DSL, or other high speed) required – courses are heavily video intensive
  - Video display capable of high-color 16-bit display – 1024 x 768 or higher resolution
  - A sound card and speakers or headphones
  - Current anti-virus software must be installed and kept up to date.
  - Students will need some additional free software for enhanced web browsing. Be certain to download the free versions of the software. Most home computers purchased within the last 3-4 years meet or surpass these requirements.
    - Use Firefox (<https://www.mozilla.org/en-US/firefox/new>)
    - Adobe Reader (<https://get.adobe.com/reader/>)
    - Flash Player (<https://get.adobe.com/flashplayer/>)
    - Java (<https://www.java.com>)
      - **Attention:** If you use 32-bit and 64-bit browsers interchangeably, you will need to install both 32-bit and 64-bit Java in order to have the Java plug-in for both browsers. » [FAQ about 64-bit Java for Windows](#)
2. At a minimum, students must have Microsoft Office 2010 or newer or OpenOffice, or Student Office for Mac 2011 or newer. Microsoft Office is the standard office productivity software utilized by faculty, students, and staff. Microsoft Word is the standard word processing software, Microsoft Excel is the standard spreadsheet software, and Microsoft PowerPoint is the standard presentation software.

Microsoft Office 365 is readily available for students. Students can either use this software package online or download and install it on their computer. To access MS Office 365, log into LUConnect and click the "Students" tab. Copying and pasting, along with attaching/uploading documents for assignment submission will also be required. If you do not have Microsoft Office or Student Office for Mac, you can check with the bookstore to see if they have any student copies.

**D. LUConnect Gateway**

Students are asked to obtain a Lamar Electronic Account user name and password so they can log into LUConnect. Students may get information on how to get into LUConnect through the following links: Go to <http://www.lamar.edu/> and then click on the LUConnect link on the left top corner of the screen. Follow the steps to secure your LUConnect username and password. The LUConnect portal will be used for email correspondence between the professor and the class and to access this course in Blackboard.

For questions regarding your LUConnect account (setting up your account or email, username, and password issues), email us at [http://luconnect.lamar.edu](mailto:luconnect.lamar.edu) or call us at 409-880-2222, 8:00am to 5:00pm, Monday through Friday.

**C. Blackboard Learning Management System**

This course is asynchronous and fully online using the Blackboard (Bb) Learning Management System. Please take some time to navigate the tabs in Bb. Some live weekly sessions may be scheduled through Adobe Connect at the discretion of the instructor. Students not able to attend live sessions are expected to view the recording. All technical support questions (including password questions) for Blackboard should be addressed to Blackboard via one of the methods below:

Email: [blackboard@lamar.edu](mailto:blackboard@lamar.edu)

Daytime Support: 409.880.2222

Toll Free: 1.866.585.1738

More Blackboard support information can be found at <http://luonline.lamar.edu/blackboard-support/>.

**D. Adobe Connect Web Conferences**

You do not need to download or purchase additional software to participate in the conference. However, a headset with microphone and Web camera are preferred equipment. You will be provided with an Adobe Connect link to access the web conferences, if needed. You will not need a username or password when logging into Adobe Connect. Please log in as a guest and enter your name and section number.

You can access Adobe Connect by going to <http://lamar.adobeconnect.com>.

**E. Tk20 - Electronic Portfolio**



Tk20 is the official electronic portfolio software of Lamar University College of Education and Human Development. Program required signature assessments, practicum logs, mentor evaluations and other documents are archived through the Tk20 secure portal. All signature assessments will be graded via Tk20, available at <http://lamar.tk20.com>. It is the responsibility of each student pursuing any degree or certification as an educator to purchase an account to access and use Tk20. The account activation fee is considered a professional expense incurred as a part of an educator preparation program. The user account may be utilized for seven years from the activation date. For assistance with purchasing or using Tk20, contact the Lamar Tk20 helpdesk at [tk20@lamar.edu](mailto:tk20@lamar.edu) or call 409-880-7608.

## **XI. Grading and Evaluation**

### **A. Schedule of Classes**

**Spring AP2 2018 February 26 – April 1**

Week 1 – Monday February 26 – Sunday, March 4

Week 2 – Monday March 5 – Sunday, March 11

Week 3 – Monday March 12 – Sunday, March 18

Week 4 – Monday March 19 – Sunday, March 25

Week 5 – Monday March 26 – Sunday, April 1

### **B. Assignments**

<b>Assignments</b>	<b>Points</b>
Week 1 Assignment and Discussion Board	30
Week 2 Assignment and Discussion Board	30
Week 3 Assignment and Discussion Board	50
Week 4 Assignment and Discussion Board	30
Week 5 Assignment and Discussion Board	110
<b>Total Points for course</b>	<b>250</b>

**All assignments are due on the seventh day of the week, which is normally Sunday (11:59 PM CST).**

### **C. Grading**

**In determining the final course grade, the following scale is used:**

226 – 250 points = A

201 – 225 points = B

176 – 200 points = C (Unacceptable for graduate level credit)

Below 176 points = F

**Students must have a cumulative 3.0 GPA to be able to graduate.**

**D. Discussion Board**

Initial post is due on Thursday each week and 2 responses to colleague's post by end of Sunday night (11:59 CST).

- E. Field Observation Video Submission** – All students are required to submit their Participating video in their Tk20 course binder. A Lamar Faculty Field Supervisor will contact each student via an email letter during Week 2 explaining how they will be available to answer questions and review video submissions to be sure all the required components are in the video in TK20.

**Instructions:** Students in this course (EDLD 5352) upload your Participating video into your My Media (using Kaltura). You will use the Video Uploading Instructions (found under "For All Students") in the Practicum Orientation Course.

**Important Grade Policy Related to Video Submission**

- 1. Students who do not submit their required video to TK20 in EDLD 5352 by the end of Week 4 will have their final grade lowered by one grade level.**
- 2. Students who do not submit their required video to TK20 in EDLD 5352 by the end of Week 5 will receive an F and must retake the course.**

**F. Late Work Policy for Course Work**

Graduate students (especially aspiring leaders) are expected to meet deadlines. Students unable to complete an assignment by the due date must contact the professor assigned to your section prior to foreseen events or immediately following unforeseen events. A 10% deduction from the final grade will occur for each day the assignment has not been submitted. Discussion board assignments are not accepted late.

**XII. Drop/Add Policy**

As a student, it is your responsibility to make sure you are officially enrolled in this course. If you decide to drop the class, it is your responsibility to officially drop. Any student who stops attending class and does not officially drop, will earn an F for the course. Detailed information about critical dates can be found at <http://students.lamar.edu/regISTRATION/course-schedules.html>

### **XIII. Incomplete Grade Policy**

At the discretion of the course professor, a grade of "I" (Incomplete) may be assigned if the student is unable to complete course requirements due to medical issues, family emergencies, or life events beyond the student's control. Procrastination or failure to plan a balance between work and program do not apply. Students must inform the professor of circumstances meeting the requirements for an Incomplete prior to the end of the course. The student will have until the end of the following semester to complete and submit all required assignments. If not completed and submitted by this deadline, the grade will automatically change to an F. Please note that any course grade that changes to an F will not be subject to a grade change. **Note:** Any Incompletes must be resolved prior to enrolling in either EDLD 5397 or 5398.

### **XIV. Course Evaluation**

It is the right and the responsibility of each student to complete the course evaluation. An email will be sent by the university with directions and timelines to complete. In addition, course evaluation information and instructions are available in your Practicum Orientation Course.

### **XV. Additional Course Information**

#### **A. Syllabus Subject to Change**

While information and assurances are provided in this course syllabus, it should be understood that content may change in keeping with new research and literature and that events beyond the control of the instructor could occur. Students will be informed of any substantive occurrences that will produce syllabus changes.

#### **B. Academic Continuity Plan**

In the event of an announced campus closure in excess of four days due to a hurricane or other disaster, students are expected to login to Lamar University's website's homepage <http://www.lamar.edu> for instructions about continuing courses online

## XVI. Course Outline

Week 1	Culture of Continuous School Improvement
	<p><b>Introduction Video: Welcome and Course Overview</b>  <b>Overview of Instructional Leadership and Continuous School Improvement</b></p> <p><b>Lecture: Introduction to the role of instructional leader in building a culture of continuous school improvement.</b></p> <p><b>Required Readings:</b></p> <ul style="list-style-type: none"> <li>• <u>Continuous Improvement in Education</u> <ul style="list-style-type: none"> <li>○ Citation: Park, S., Hironaka, S., Carver, P. &amp; Nordstrum, L. (2013). <i>Continuous improvement in education</i> (White Paper). Carnegie Foundation for the Advancement of Teaching. Stanford, CA. Retrieved from <a href="http://archive.carnegiefoundation.org/pdfs/elibrary/carnegie-foundation_continuous-improvement_2013.05.pdf">http://archive.carnegiefoundation.org/pdfs/elibrary/carnegie-foundation_continuous-improvement_2013.05.pdf</a></li> </ul> </li> <li>• <u>Never Good Enough: Tips for Continuous School Improvement</u> <ul style="list-style-type: none"> <li>○ Citation: Smylie, M.A. (n.d.). Never good enough: tips for continuous school improvement. American Association of School Administrators. Retrieved February 14, 2016 from <a href="http://www.aasa.org/content.aspx?id=13702">http://www.aasa.org/content.aspx?id=13702</a></li> </ul> </li> <li>• <u>Overcoming the Challenges of School Improvement Through a Research-based Collaborative Approach</u> <ul style="list-style-type: none"> <li>○ Citation: Education Northwest, Success Now. (2013) <i>Overcoming the challenges of school improvement through a research-based collaborative approach</i>. Portland, OR: Author. Retrieved from <a href="http://www.schoolturnaroundsupport.org/sites/default/files/resources/Success%20Now.pdf">www.schoolturnaroundsupport.org/sites/default/files/resources/Success%20Now.pdf</a></li> </ul> </li> <li>• <u>Texas Teacher Evaluation and Support System: Teacher Domain-Dimension Overview</u> <ul style="list-style-type: none"> <li>○ Citation: Texas Education Agency. Texas teacher evaluation support system: teacher domain-dimension overview (2015, July 8). Austin, TX. Retrieved from <a href="https://teachfortexas.org/Navigation/OverviewResources/tabid/1288/Default.aspx">https://teachfortexas.org/Navigation/OverviewResources/tabid/1288/Default.aspx</a></li> </ul> </li> <li>• <u>Texas Teacher Evaluation and Support System: FAQs</u> <ul style="list-style-type: none"> <li>○ Citation: Texas Education Agency. Texas teacher evaluation support system FAQ (2015, August 27). Austin, TX. Retrieved from <a href="https://teachfortexas.org/Navigation/OverviewResources/tabid/1288/Default.aspx">https://teachfortexas.org/Navigation/OverviewResources/tabid/1288/Default.aspx</a></li> </ul> </li> </ul> <p><b>Media/Resources: Introduction videos</b></p>

	<p><b>Assessment</b></p> <p><b>Discussion:</b> What are two challenges you, as an instructional leader, may encounter with building a culture of continuous improvement in schools, and what suggestions do you have to overcome them?</p> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• Part 1 – Build a deep understanding of the concept – Continuous School Improvement</li> <li>• Part 2 - Interview Leaders in Your School</li> <li>• Part 3. Construct your personal vision (perspective, point of view) about a culture of continuous school improvement.</li> </ul>
<b>Week 2</b>	<b>School Culture</b>
	<p><b>Introduction Video: Overview of Instructional Leadership and School Culture.</b></p> <p><b>Lecture: Introduction to the role of instructional leader in guiding assessing and guiding collaborative school culture.</b></p> <p><b>Required Readings</b></p> <ul style="list-style-type: none"> <li>• <u>School Culture and Climate</u> <ul style="list-style-type: none"> <li>◦ Citation: Gruenert, S. (2008, March/April). School American Association of School Administrators. Retrieved from <a href="https://www.naesp.org/resources/2/Principal/2008/M-Ap56.pdf">https://www.naesp.org/resources/2/Principal/2008/M-Ap56.pdf</a></li> </ul> </li> <li>• <u>Greenhouse Schools: How Schools Can Build Cultures Where Teachers and Students Thrive</u> <ul style="list-style-type: none"> <li>◦ Citation: TNTP Reimagine Teaching. (2012, March 27). Greenhouse schools: how schools can build cultures where teachers and students thrive (White Paper). Brooklyn, NY. Retrieved from <a href="http://tntp.org/assets/documents/TNTP_Greenhouse_Schools_2012.pdf">http://tntp.org/assets/documents/TNTP_Greenhouse_Schools_2012.pdf</a></li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>• <u>The School Leader's Tool for Assessing and Improving School Culture</u> <ul style="list-style-type: none"> <li>◦ Citation: Wagner, C (2006). The school leader's tool for assessing and improving school culture. Principal Leadership, 7(14), 41.44. Retrieved from <a href="http://community.ksde.org/LinkClick.aspx?fileticket=lnqbqt4qtQQ%3D&amp;tabid=4484">http://community.ksde.org/LinkClick.aspx?fileticket=lnqbqt4qtQQ%3D&amp;tabid=4484</a></li> <li>◦</li> </ul> </li> </ul> <p><b>Media/Resources: Introduction videos</b></p> <p><b>Assessment</b></p> <p><b>Discussion:</b> In your educational experience, what are two examples of leadership actions influencing school culture? What was the impact in the school? What impact on you?</p> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• Part 1 – School Culture and School Climate</li> <li>• Part 2 – Build a deep understanding of the concept – School Culture</li> <li>• Part 3. School Culture Survey</li> </ul>
<b>Week 3</b>	<b>Instructional Program</b>
	<p><b>Introduction Video: Overview of Instructional Leadership and the Instructional Program</b></p> <p><b>Lecture: Introduction to the role of instructional leader in guiding instructional program.</b></p> <p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>• <u>Learning Theory in 21<sup>st</sup> Century Classrooms</u> <ul style="list-style-type: none"> <li>◦ Citation: Powell, M. (2016, January 14). Learning theory in the 21<sup>st</sup> century classroom. Smart Blog, Center for Teaching Quality, Carrboro, NC. Retrieved from <a href="http://smartblogs.com/education/2016/01/14/learning-theory-in-the-21st-century-classroom/">http://smartblogs.com/education/2016/01/14/learning-theory-in-the-21st-century-classroom/</a></li> </ul> </li> <li>• <u>Ten Strategies for Creating a Classroom Culture of High Expectations</u> <ul style="list-style-type: none"> <li>◦ Citation: Reynolds, M.C. (2004). Ten strategies for creating a classroom culture of high expectations: site development guide #13. Southern Regional Education Board. Atlanta, GA. Retrieved from <a href="http://publications.sreb.org/2004/04v03_ten_strategies.pdf">http://publications.sreb.org/2004/04v03_ten_strategies.pdf</a></li> </ul> </li> <li>• <u>Strategies for Building Cultural Competence</u> <ul style="list-style-type: none"> <li>◦ Citation: Hanover Research. (2014, August). Strategies for building cultural competence. Hanover Research: District Administrative Practice. Washington, DC. Retrieved from <a href="http://www.apsva.us/cms/lib2/VA01000586/Centricity/Domain/104/Strategies%20for%2">http://www.apsva.us/cms/lib2/VA01000586/Centricity/Domain/104/Strategies%20for%2</a></li> </ul> </li> </ul>

	<p><u>0Building%20Cultural%20Competence.pdf</u></p> <ul style="list-style-type: none"> <li>• <u>Technological, Pedagogical, and Content Knowledge</u> <ul style="list-style-type: none"> <li>◦ Citation: Anderson, M. (2013, May 28). Technological, pedagogical, and content knowledge. ICT Evangelist. UK. Retrieved from <a href="http://ictevangelist.com/technological-pedagogical-and-content-knowledge/">http://ictevangelist.com/technological-pedagogical-and-content-knowledge/</a></li> </ul> </li> <li>• <u>ISTE Standards</u> <ul style="list-style-type: none"> <li>◦ Citation: International Society for Technology Standards. (2016). ISTE standards. Arlington, VA. Retrieved from <a href="http://www.iste.org/standards/iste-standards">http://www.iste.org/standards/iste-standards</a></li> </ul> </li> </ul> <p><b>Media/Resources: Introduction videos</b></p> <p><b>Assessment</b></p> <p><b>Discussion:</b> One of the videos and one of the articles discuss TPACK. What are two insights you have about implementing the TPACK approach? What are one advantage and one disadvantage?</p> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• Part 1: Implement strategies to establish high expectations in classrooms</li> <li>• Part 2: Examine instructional frameworks and strategies for 21<sup>st</sup> Century learning</li> <li>• Part 3: Examine principles and strategies for instruction that embraces cultural competence</li> </ul>
<b>Week 4</b>	<b>Professional Development</b>
	<p><b>Introduction Video: Overview of Instructional Leadership and Professional Development</b></p> <p><b>Lecture: Introduction to the role of instructional leader in guiding professional development in schools.</b></p> <p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>• <u>Teacher Development Research Review: Keys to Educator Success</u> <ul style="list-style-type: none"> <li>◦ Citation: Vega, V. (2015, November 1). Teacher development research review: keys to educator success. Edutopia, Teacher Development Research Review: Evidence-based Practices and Programs. Retrieved from <a href="http://www.edutopia.org/teacher-development-research-keys-success">www.edutopia.org/teacher-development-research-keys-success</a></li> </ul> </li> <li>• <u>School Wide Teacher Growth and the Road to Continuous Improvement</u> <ul style="list-style-type: none"> <li>◦ Citation: McCollough, S. (2014, March 8). School wide teacher growth and the road to continuous improvement. American Board for Certification of Teacher Excellence.</li> </ul> </li> </ul>

	<p>Atlanta, GA. Retrieved from <a href="http://abcte.org/school-wide-teacher-growth-and-the-road-to-continuous-improvement-3814/">http://abcte.org/school-wide-teacher-growth-and-the-road-to-continuous-improvement-3814/</a></p> <ul style="list-style-type: none"> <li>• <b><u>Texas Teacher Evaluation and Support System: Implementation Guidebook.</u></b> <ul style="list-style-type: none"> <li>◦ Citation: Texas Education Agency. Texas teacher evaluation support system: implementation guidebook (2015, August 27). Austin, TX. Retrieved from <a href="https://teachfortexas.org/Navigation/OverviewResources/tabid/1288/Default.aspx">https://teachfortexas.org/Navigation/OverviewResources/tabid/1288/Default.aspx</a></li> </ul> </li> <li>• <b><u>Texas Teacher Evaluation and Support System (T-TESS) Rubric</u></b> <ul style="list-style-type: none"> <li>◦ Citation: Texas Education Agency. Texas teacher evaluation support system rubric - working copy 4. (2016, February 7). Austin, TX. Retrieved from <a href="https://teachfortexas.org/Navigation/OverviewResources/tabid/1288/Default.aspx">https://teachfortexas.org/Navigation/OverviewResources/tabid/1288/Default.aspx</a></li> </ul> </li> </ul> <p><b>Media/Resources Introduction videos</b></p> <p><b>Assessment</b></p> <p><b>Discussion:</b> Building on your experience describe in some depth one of the best professional development experiences in your career to date. What did you do with what you learned? What is a “take away” from that experience you would recommend to others?</p> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• Part 1: Application of best practice in professional development</li> <li>• Part 2: Evaluation of local board of education policy</li> <li>• Part 3: Analysis of linkage between teacher professional development, teacher evaluation, and continuous school improvement</li> </ul>
<b>Week 5</b>	<b>Professional Development Plan</b>
	<p><b>Introduction Video: Overview of Instructional Leadership and Professional Development Planning</b></p> <p><b>Lecture: Introduction to the role of instructional leader in guiding the development of a comprehensive professional development plan.</b></p> <p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>• <b><u>Why Professional Development Matters</u></b> <ul style="list-style-type: none"> <li>◦ Citation: Mitch, H. (2010). Why professional development matters. Leaning Forward. Oxford, OH. Retrieved from <a href="http://www.learningforward.org/advancing/whypdmatters.cfm">www.learningforward.org/advancing/whypdmatters.cfm</a></li> </ul> </li> <li>• <b><u>Texas Teacher Evaluation and Support System: Campus Phase-In Guide</u></b> <ul style="list-style-type: none"> <li>◦ Citation: Citation: Texas Education Agency. Texas teacher evaluation support system: campus phase-in guide. (2015, November 23). Austin, TX. Retrieved from</li> </ul> </li> </ul>



<https://teachfortexas.org/Navigation/OverviewResources/tabid/1288/Default.aspx>

- **Texas Teacher Evaluation and Support System: Documentation Recommendations**
  - Citation: Texas Education Agency. Texas teacher evaluation support system: campus phase-in guide. (2016, February 7). Austin, TX. Retrieved from <https://teachfortexas.org/Navigation/OverviewResources/tabid/1288/Default.aspx>

**Media/Resources: Introduction video**

**Assessment**

**Discussion:** The article, Why Professional Development Matters, in this week's readings, identifies what makes professional development effective. Identify 2 things that make professional development effective that you plan to use in your professional development plan this week and clarify why.

**Assignment**

Construct comprehensive professional development plan including all the elements, vision, goals, objectives, activities, resources, monitoring and evaluation strategies.



COLLEGE OF EDUCATION & HUMAN DEVELOPMENT  
**LAMAR UNIVERSITY**  
Department of Educational Leadership

**EDLD 5398 Internship for Principal and Technology Leader**  
**Syllabus**

*The CONCEPTUAL FRAMEWORK of the Lamar University undergraduate and graduate educator preparation programs illuminates the vision of the faculty. The programs prepare educators for a changing world by requiring as outcomes general education, pedagogical content knowledge, content proficiency, pedagogical strategies, communication skills, values, and analytical abilities. Critical thinking is required for responding to the diverse needs of P-12 students in myriad and changing settings. Lamar University educator preparation candidates also develop dispositions and habits of mind needed for "self-learning" and lifelong learning", that will equip them to encounter problems and change with confidence.*

<b>Department:</b>	Educational Leadership
<b>Course Number:</b>	EDLD 5398 (3 credit hours)
<b>Course Title:</b>	Internship for School Principal and Educational Technology Leadership
<b>Contact:</b>	Lamar University, P.O. Box 10034, Beaumont, TX 77710; (409) 880-8689
<b>Website:</b>	See the Ed Leadership Department Web Site for latest certification and internship information
<b>Instructors:</b>	Dr. Gary E. Martin

Your Professor and Instructional Associate will contact you via email with contact information and weekly overviews. Additional information will be provided in course announcements, email from your Instructional Associate, and web conferences. If you have any questions, please contact your instructional associates or instructor by email.

**Course Description**

The Internship for Principal is the capstone course for the Masters of School Administration and Masters of Educational Technology Leadership and the Principal Certification-Only programs.

### **Course Prerequisites**

1. Successful completion of all other courses in the degree or certification program
2. Completion of minimum required practicum hours – Masters 300; Cert-Only 235
3. Submission of three 45-minute Field Observation Videos - observing, participating, and leading videos.
4. Attendance in at least one interactive web conferences with a Practicum Coach. The second conference will be completed during this course.

### **Educator Preparation Standards Addressed**

This course is aligned with both state and national standards, and the course content reflects these standards. State accreditation is based on program standards adopted by the State Board of Education Certification (SBEC). National accreditation is based on program standards of the Council for Accreditation for Educator Preparation (CAEP) and its specialized professional associations (SPA). The SPA for administrator preparation programs is the Educational Leadership Constituency Council (ELCC). Their standards are aligned with the SBEC standards for principals. These standards serve as the foundation for the courses within the School Administration program and help assure that this course of study is authoritative and represents best practice within the field. The SPA for the Educational Technology Leadership program is the International Society for Technology in Education (ISTE).

You should become familiar with the standards that guide your learning and program of study. SBEC Standards are accessible on the College of Education and Human Development website: <http://dept.lamar.edu/education/standards/st.html>. ELCC standards are accessible at [http://www.npbea.org/ELCC/ELCC standards](http://www.npbea.org/ELCC/ELCC%20standards). A copy of the TExES Preparation Manual can be found at [http://www.texas.nesinc.com/prepmanuals/PDFs/TExES fld068 prepmanual.pdf](http://www.texas.nesinc.com/prepmanuals/PDFs/TExES_fld068_prepmanual.pdf). ISTE standards are accessible at: <http://www.iste.org/Libraries/PDFs/NETS-C.sflb.ashx> -

### **Learning Outcomes**

1. Be knowledgeable of the process of conducting action research in the schools and the guidelines for writing a professional report.
2. Understand the value of reflective practice for improving leadership skill and meeting accepted state and national standards.
3. Understand the process of documenting leadership accomplishments through the use of logs and a personal vita.
4. Be very familiar with the SBEC competencies and their use for effective leadership.
5. Understand the need for social justice and school reform and improvement.

### **Performance Outcomes**

1. Write a professional report on the action research project including background, literature review, methodology, findings, and conclusions or school/community plan.
2. Submit final internship/practicum log and all Practicum Portfolio artifacts in Tk20.
3. Complete the Lamar Competency Exam with a successful score of at least 80%.
4. Pass the Comprehensive Exam

## **Course Schedule**

Assignments are listed below for each of the five weeks. It is very important that you submit the assignments by the due date **AND submit in the correct locations**. Some assignments will need to be submitted twice – once in Blackboard (Bb) and a second submission in the Tk20 5398 Course Binder. The following documents and uploads will be submitted in the Tk20 5398 Course Binder.

1. Campus Mentor Information v.2
  2. 5398 Interactive Web Conference Reflection
  3. Final Practicum Log
  4. Comprehensive Exam Part 1
  5. Comprehensive Exam Part 2
  6. Comprehensive Exam Part 3
  7. Comprehensive Exam Part 4
  8. Action Research (Masters) or School Community Project (Certification-only)
- Students may Submit their Tk20 5398 Course Binder once all items have been completed and uploaded. Due dates and submission requirements are listed below.

### **Week 1 Assignments: (Due at 11:59 p.m. on the seventh day of Week 1)**

The purpose of much of this week's assignment is to allow each student time to plan and begin work for submitting all documentation needed to complete the degree or certification program.

During week 1, you will:

1. Submit the EDLD Campus Mentor Information artifact in Tk20. **DO NOT UPDATE** an older artifact, it **MUST** be a **NEW** artifact. Go to Tk20 and click on Artifacts. Choose the EDLD Campus Mentor Information V2 artifact from the drop-down menu. Complete the information and Save. You do **NOT** need to attach to anything. It is **VERY IMPORTANT** that you submit and verify this by the end of Week 1.
2. Post your information addressing the Week 1 Discussion prompt and post responses to at least two other students' postings. For optimal learning, read all postings
3. Submit the Comprehensive Exam Part 1 to Bb. Submit it also to the Tk20 5398 Course Binder when you receive it in Week 2. **NOTE:** Part 1 has four sections, be sure to complete all four sections of the Part 1 exam.
4. (Masters Students) Work on the Action Research Report due in Week 2. The length of the report may vary according to the need to cover relevant information in each of the sections. Typical reports are 7-10 pages.  
(Principal Certification-Only students) Work on completion of the School / Community Project Plan due in Week 2.
5. Submit the Practicum Log to Bb and the Tk20 5398 Course Binder when you receive it in Week 2, if completed
6. Review all Tk20 Practicum Portfolio tabs to ensure completion of all required artifacts, i.e., interactive web conferences, observation videos, log, etc. It will not submit with empty place holders.
7. Check your Official grades in Banner to verify no "T" or "F" grades remain on your transcript.

**Note:** Each student will need to **plan ahead** for some assignments in later weeks. These include meeting with your site mentor, signing up for your final practicum coach web

conference, and passing the LCE. Finally, take the LCE (in the LCE Blackboard course) and watch the reviews as many times as you need to in order to attain a passing score of 80% or higher. This will be due at the end of Week 5.

***Week 1 Discussion / Sharing Learning with Others***

Post an updated section of your vita listing the Principal Intern position and post informative reactions to at least two other students' postings.

**Week 2 Assignments:** (Due at 11:59 p.m. on the seventh day of Week 2)

1. (Masters students) Submit the Action Research Project Report in **Bb and the Tk20 5398 Course Binder**.  
(Certification-Only students) Submit the School/Community Project Plan in **Bb and the Tk20 5398 Course Binder**.
2. Check all tabs in your Tk20 5398 Course Binder. Make sure you have submitted items to every tab. If you have not completed the log or final web observation conference yet, please upload as soon as completed in later weeks. No points will be deducted for being late but simply helpful for the Field Supervisors reviewing portfolios to begin as soon as possible.
3. Continue work on the Comprehensive Exam.

**Week 2 Discussion / Sharing Learning with Others**

Post your list of school improvement recommendations, read all other student recommendations, and post informative reactions to at least two other postings.

**Week 3 Assignments:** (Due at 11:59 p.m. on the seventh day of Week 3)

1. Submit the Practicum Log in **Bb and in the Tk20 5398 Course Binder**.
2. Submit Part 2 of the Comprehensive Exam to Bb and Tk20 5398 Course Binder.
3. Attend your final practicum web conference and submit a reflection in **Bb** and upload to your Tk20 5398 Course Binder under the corresponding tab. The field supervisor will verify your attendance in Tk20.

**Week 3 Discussion / Sharing Learning with Others**

Post your Letter of Application for a desired position, read all other letters, and post constructive comments to at least two other postings.

**Week 4 Assignments:** (Due at 11:59 p.m. on the seventh day of Week 4)

1. Submit Part 3 of the Comprehensive Exam to Bb and Tk20 5398 Course Binder.
2. Check with your site mentor and make sure he/she completed the PCPSE/Disposition Survey. Meet with your mentor and discuss the ratings and comments of the evaluation. **This is your final internship/practicum evaluation and must be submitted.**

**Week 4 Discussion / Sharing Learning with Others**

Post examples of key learnings or "pearls of wisdom" from your internship/practicum experience, review all other postings, and post informative reactions to at least two other students' postings.

**Week 5 Assignments:** (Due at 11:59 p.m. on the seventh day of Week)

1. Submit Part 4 of the Comprehensive Exam to Bb and Tk20 5398 Course Binder.
2. Have a recorded Passing Score of at least 80% on the LCE. Scores will be verified through the LCE course managed by Ms. Kim Elizondo.

3. For students seeking a Texas Principal Certificate, submit the Application (in Tk20) to take the State exam as soon as possible. It is highly recommended that you take the State Exam while the information is fresh in your mind.  
<https://education.lamar.edu/educational-leadership/graduate-programs/certification-checklist.html>
4. For Masters students graduating, complete the graduation application. It will be sent to you at your Lamar email address and posted in your Banner account. Your certification application can only be accepted after your degree is conferred.
5. For Principal Certification-Only students, your grade should post approximately two weeks after the course ends. Then you may apply for certification through Tk20.

**Week 5 Discussion / Sharing Learning with Others**

Post recommendations for improvements to the internship/practicum experience.

**Grading Policy**

Grading Rubric	Accomplished 3	Proficient 2	Needs Improvement 1	Unacceptable 0
<b>Weeks One</b>				
Comprehensive Exam Part 1	50	20	15	0
Week 1 Discussion Board.	20	17	14	0
<b>Week Two (Masters students)</b>				
Action Research Report:	100	80	60	0
Week 2 Discussion Board.	20	17	14	0
<b>Week Two (Cert-Only students)</b>				
Week 2 School/Community Plan	100	80	60	0
Tk20 Practicum Portfolio	60			0
Week 2 Discussion Board.	20	17	14	0
<b>Week Three</b>				
Comprehensive Exam Part 2	25	20	15	0
Practicum Plan Log	50			0
Practicum Coach Conference	25			0
Week 3 Discussion Board.	20	17	14	0
<b>Week Four</b>				
Comprehensive Exam Part 3	25	20	15	0
PCPSE	30			0
Week 4 Discussion Board.	20	17	14	0
<b>Week Five</b>				
Comprehensive Exam Part 4	25	40	30	0
LCE Exam	9-10	8	0	0
Week 5 Discussion Board.	20	17	14	0
<b>Totals</b>	A/450-500	B/400-449	C/350-399	F/Below 350

**Note:** All assignments must be submitted with a passing score in order to receive a passing grade for the course. A course grade less than “C” is unacceptable for credit in the Lamar University Master’s Program and will require the student to retake the course. Students must maintain a cumulative 3.0 GPA to remain in the program and/or graduate. Check your transcript in Banner to ensure there are no “Incompletes” or “F’s” and an acceptable GPA.

### **Classroom Management Policies:**

**Academic Honesty** Student conduct regulations, as found in the Lamar University-Beaumont *Student Handbook*, apply to all graduate students. These regulations include policies relating to academic dishonesty, plagiarism, University disciplinary code, and student rights and responsibilities. It is the responsibility of all graduate students to read the *Student Handbook* and to abide by all University regulations. All student work is independent and is not considered a portion of a cohort, team or other participatory activity.

**Sexual Harassment** In accordance with administrative policy, sexual harassment is reprehensible and will not be tolerated by the university. Behavior must conform to university policy.

**Disability Accommodation** Lamar University provides reasonable accommodations for all qualified individuals with disabilities in accordance with federal, state, and local guidelines affording equal educational opportunity. Remember this is a distance learning class, and the format is different from traditional face-to-face instruction. It is the student’s responsibility to register with Lamar’s Disability Support Services if needed, so contact your academic advisor.

**Tk20** Tk20 is the official electronic portfolio software of Lamar University College of Education and Human Development. Program required key assessments, projects, work samples, applications for field experiences, professional testing and certification recommendations will be collected, processed or archived through the Tk20 secure portal. It is the responsibility of each student pursuing any degree or certification as an educator to purchase an account to access and use Tk20. The account activation fee is considered a professional expense incurred as part of an educator preparation program. The user account may be utilized for seven years from the activation date. [<http://lamar.tk20.com>]

**Late Work** There is a 10% deduction for every day that work is late up to 50% of total grade. Discussion posts, however, must be posted by the due date or no points are awarded.

**Class Participation** Participating in the discussion forum is expected as a required weekly assignment. Students are expected to keep current with the course schedule and all assignment due dates... All work submitted must be your own work. Clearly cite references using the American Psychological Association (APA) Publication Manual. Students are expected to spend a minimum of eight (8) hours per week on preparation for this course.

**Drop** Drops after the course begins may carry financial penalty in that reimbursement may not be possible. See posted drop dates.

**Academic Continuity Plan** In the event of an announced campus closure in excess of four days due to a hurricane or other disaster, students are expected to login to Lamar University’s website’s homepage [www.lamar.edu](http://www.lamar.edu) for instructions about continuing courses remotely.

***General Assessment Criteria for All Student Work*** The professor and IA's ask the following questions in assessing student work in this course:

- How well does the student work address the criteria in the rubric?
- Was the student work completed in a timely manner?
- Does the student work exhibit intellectual honesty and commitment?
- Does the work exhibit professional masters' level writing?



**Lamar University**  
**College of Education and Human Development**  
**Department of Educational Leadership**

**SYLLABUS**



*The CONCEPTUAL FRAMEWORK of the Lamar University undergraduate and graduate educator preparation programs illuminates the vision of the faculty. The programs prepare educators for a changing world by requiring as outcomes general education, pedagogical content knowledge, content proficiency, pedagogical strategies, communication skills, values, and analytical abilities. Critical thinking is required for responding to the diverse needs of P-12 students in myriad and changing settings. Lamar University educator preparation candidates also develop dispositions and habits of mind needed for “self-learning” and lifelong learning”, that will equip them to encounter problems and change with confidence.*

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**I. Course Prefix, Number, and Title**

EDLD 5344—School Law

**II. Department Address**

Department of Educational Leadership  
Lamar University  
P O Box 10034  
Beaumont, TX 77710  
Phone: (409) 880-8689  
FAX: (409) 880-8685

**III. Lead Professor**

Name: Dr. Jimmy R. Creel  
Title: Assistant Professor  
Phone: 979-229-6606

EDLD 5344  
Syllabus—February, 2016

E-mail: [jimmy.creel@lamar.edu](mailto:jimmy.creel@lamar.edu)

Virtual Office Hours: Tuesday Evenings: 8:00 p.m.

#### **IV. Course Description**

This course focuses on knowledge and implementation of school law as found in the Texas Education Code and the handbook of Public School Law as well as laws relating to technology, ethics, and digital citizenship.

This course provides a foundation to understand the legal, ethical, and policy dimensions of education. Special emphasis is given to the interpretation of case law and federal and state statutes.

#### **V. Standards**

<b>ELCC</b>	<b>SBEC/TE<sub>x</sub>ES</b>
1.4 Candidates understand and can evaluate school progress and revise school plans supported by school stakeholders.	(f1) implement appropriate management techniques and group processes to define roles, assign functions, delegate authority, and determine accountability for campus goal attainment
2.1 Candidates understand and can sustain a school culture and instructional program conducive to student learning through collaboration, trust, and a personalized learning environment with high expectations for students	(c3) use strategies to ensure the development of collegial relationships and effective collaboration of campus staff
2.4 Candidates understand and can promote the most effective and appropriate technologies to support teaching and learning in a school-level environment	(h5) facilitate the use and integration of technology, telecommunications, and information systems to enhance learning
3.1 Candidates understand and can monitor and evaluate school management and operational systems.	(f6) apply local, state, and federal laws and policies to support sound decisions while considering implications related to all school operations and programs
3.3 Candidates understand and can promote school-based policies and procedures that protect the welfare and safety of students and staff.	(e6) provide varied and meaningful opportunities for parents to be engaged in the education of their children
3.4 Candidates understand and can develop school capacity for distributed leadership.	(b5) articulate the importance of education in a free democratic society.
5.1 Candidates understand and can act with integrity and fairness to ensure a school system of accountability for every student's academic and social success.	(b1) model and promote the highest standard of conduct, ethical principles, and integrity in decision making, actions, and behaviors;

5.2 Candidates understand and can model principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the school.	(e8) respond to pertinent political, social, and economic issues that exist in the internal and external environment.
5.3 Candidates understand and can safeguard the values of democracy, equity, and diversity.	
5.4 Candidates understand and can evaluate the potential moral and legal consequences of decision making in the school	
6.1 Candidates understand and can advocate for school students, families, and caregivers.	
6.2 Candidates understand and can act to influence local, district, state, and national decisions affecting student learning in a school environment	
6.3 Candidates understand and can anticipate and assess emerging trends and initiatives in order to adapt school-based leadership strategies.	

## **VI. Course Outcomes**

Students who complete this course will be able to:

- Recognize various sources and authority for laws that impact education. (ELCC: 1.4, 3.3, 5.1, 6.1, 6.2; TExES/SBEC: e8, b5, f6)
- Affirm policies and decisions that ensure equal educational opportunities for all students (i.e. minorities, handicapped, homeless, special circumstances, etc.) (ELCC: 3.1, 3.3, 5.4; TExES/SBEC: f6, e6, b1)
- Recognize and apply legal principles and guidance related to student rights and employee rights in the school environment. (ELCC: 5.1, 5.3, 6.1, 6.2, 6.3; TExES/SBEC: f1,e6, b1, e8)
- Apply Court Holdings and Landmark Decisions to Educational Circumstances (ELCC: 5.3, 6.2, 6.3; TExES/SBEC: b1, b5, e8)

### **A. Learning Outcomes**

- Identify and give examples of the major sources of authority for school law. (ELCC: 6.2, 6.3; TExES/SBEC: f6; TEA: Competency 003, 005, 009)
- Understand and explain appropriate school governance roles at the federal, state, and local levels. (ELCC: 3.1, 5.1; TExES/SBEC: f1,f6; TEA: Competency 003, 007, 008).
- Examine the relationship between IDEA and ESEA and outline the IEP development

and monitoring process. (ELCC: 3.3, 5.1; TExES/SBEC: f6,e6; TEA: Competency: 002, 004)

- Define the role of due process in student discipline and personnel management. (ELCC: 5.3, 6.2, 6.3; TExES/SBEC: e8,f6; TEA: Competency: 003)
- Analyze issues related to school liability based on knowledge of state and federal law. (ELCC: 6.3, TExES/SBEC: b5, e8; TEA: 008)
- Outline key issues related to student rights of free speech, freedom from unreasonable search and seizure, and free exercise of religion in schools. (ELCC: 5.3, 6.2, 6.3; TExES/SBEC: b1,b5, e8; TEA: Competency: 003, 005, 009)
- Understand the holdings of major Landmark Decisions and apply knowledge of these holdings to school circumstances and environment. (ELCC: 5.3, 6.2,6.3; TExES/SBEC: b1, b5, e8; TEA: Competency 003, 008, 009)

#### **B. Skill/Performance Outcomes**

- Develop and implement sound policies regarding the identification of at-risk students and accommodation of students with special needs. (ELCC: 2.1, 2.4, 3.1; TExES/SBEC: f6,e6, b1; TEA: 001,004, 008)
- Apply relevant law and legal guidelines to student and employee management situations involving expression rights, search and seizure, and due process rights. (ELCC: 6.2, 6.3; TExES/SBEC: b1,b5,e8; TEA: Competency 008, 009)
- Use knowledge of educator liability risks to implement sound policy and procedures at the campus level. (ELCC: 6.3, TExES/SBEC: e8; TEA: Competency 009.)
- Respond to student discipline scenarios within the parameters of legal guidelines and landmark holdings. (ELCC: 6.3, TExES/SBEC: b1, b5, e8; TEA Competency 008, 009.)
- 

### **VII. Course Prerequisites**

- Masters students – EDLD 5311 and 5301. Cert-only students – EDLD 5311.

### **VIII. Materials**

- A. Textbook—Walsh, Jim; Kemerer, Frank; Maniotis, Laurie. (2014). *The Educator's Guide to Texas School Law (Eighth ed.)*. Austin, Texas: University of Texas Press.
- B. On-Line Version of Textbook should be acquired. All reading assignments are based on pagination in the on-line version of the text. The on-line version of the text can be purchased through “Google Play” and will become available immediately upon purchase. The purchase price on-line varies depending on when it is purchased, but the price is usually in the range of \$20 plus or minus a few dollars. In order to purchase the book, go to “Google Play”. Initiate a search for “educator’s guide to Texas school law”. You will be taken to the on-line version of the book and will be given the option to purchase.

- C. All of your weekly reading assignments with the exception of Week Two will come from your on-line textbook. During Week Two, you will have a reading assignment from your on-line textbook and a periodical article. The article will be provided for you.
- D. You will be expected to view one or more video presentations during each week of the course. These presentations are included in the Blackboard Weekly Course Presentation.

### **VIII. Instructional Associates & Weekly Overviews**

Information about your Instructional Associate (IA) will be provided through the course announcement page in Blackboard and through the Weekly Overview. You are responsible for reading the Weekly Overview carefully each week and you are responsible for the information provided in each Overview. Questions concerning assignments, submissions, due dates, etc. should be sent to the IA. Questions concerning Tk20 or Blackboard should be directed to Tk20 or Bb help. IA's routinely conduct inter-rater reliability to ensure equality of grading.

### **IX. Course Expectations**

Student conduct regulations, as found in the Lamar University-Beaumont *Student Handbook*, apply to all graduate students. These regulations include policies relating to academic dishonesty, plagiarism, University disciplinary code, and student rights and responsibilities. It is the responsibility of all graduate students to read the *Student Handbook* and to abide by all University regulations. All student work is independent and is not considered a portion of a cohort, team or other participatory activity. The student handbook can be found at <http://students.lamar.edu/student-handbook.html>.

#### **A. Participation/Attendance**

Students are expected to participate in the discussion forum and keep current with the course schedule, assignment due dates, and assigned readings.

#### **B. Academic Honesty**

Academic honesty is expected on all assignments. All work submitted must be your own work. This expectation addresses plagiarism of both published and unpublished information. Clearly cite references when using another's ideas and use the American Psychological Association (APA) 6<sup>th</sup> Ed. for referencing both in the body of a paper and reference section. Plagiarism is not just copying another's work, but it also occurs if you do not cite information that is paraphrased. Take notes on a reading assignment and summarize it in your own words to demonstrate to the instructor that you understand the information.

*Self-plagiarism* occurs when all work or partial work submitted in prior courses is

submitted in the current course. This type of plagiarism is subject to regular plagiarism guidelines.

**C. Special Accommodations**

Lamar University is committed to providing equitable access to learning opportunities for all students. The Disability Resource Center (DRC) is located in the Communications building room 105. Office staff will collaborate with students who have disabilities in order to provide and/or arrange reasonable accommodations. For more information, visit the link <http://www.lamar.edu/disability-resource-center/>.

If you have, or think you may have, a disability (e.g., mental health, attentional, learning, chronic health, sensory, or physical), please contact the DRC at 409-880-8347 or [drc@lamar.edu](mailto:drc@lamar.edu) to arrange a confidential appointment with the Director of the DRC to explore possible options regarding equitable access and reasonable accommodations. If you are registered with DRC and have a current letter requesting reasonable accommodations, we encourage you to contact your instructor early in the semester to review how the accommodations will be applied in the course.

**D. Class Communication Guidelines**

Graduate level discourse welcomes and respects differing opinions and perspectives. Our differences add richness to the learning experience. Each student is expected to use constructive and professional language and intention in all written / oral communication. Please refrain from sarcasm, humor, or any judgments of a personal nature toward any other individual. Debate and critique of ideas, concepts, and issues are invited.

Adhere to the same standards of behavior online that you follow in real life when writing emails or posting on the discussion board. More information on the student code of conduct can be found in the student handbook located at <http://students.lamar.edu/student-handbook.html#generalprovisions>.

**E. Privacy Policy Links for Online Services & Accessibility Policy Links**

**Privacy Policies**

Blackboard: <http://www.blackboard.com/Footer/Privacy-Center.aspx>

Adobe Connect: <http://www.adobe.com/privacy.html>

VoiceThread – <https://voicethread.com/termsfuse/>

**Accessibility Policies**

Mozilla Firefox: <https://support.mozilla.org/en-US/kb/accessibility-features-firefox-make-firefox-and-we>

Microsoft: <https://www.microsoft.com/enable/microsoft/mission.aspx>

Adobe Acrobat: <http://www.adobe.com/accessibility/products/acrobat.html>

**X. Technology Prerequisites and Systems**

Students are not required to have advanced technology training or skills in order to be successful in this course. They should, however, feel confident about their ability to navigate through typical websites and to use common word processing software in order to submit written assignments. The system requirements for this course are:

**A. MyLamar Gateway**

Students are asked to obtain a Lamar Electronic Account user name and password so they can log into MyLamar. Students may get information on how to get into MyLamar through the following links: Go to <http://www.lamar.edu/> and then click on the MyLamar link on the left top corner of the screen. Follow the steps to secure your MyLamar username and password. The MyLamar portal will be used for email correspondence between the professor and the class and to access this course in Blackboard.

For questions regarding your myLamar account (setting up your account or email, username, and password issues), email us at [myLamar@lamar.edu](mailto:myLamar@lamar.edu) or call us at 409-880-2222, 8:00am to 5:00pm, Monday through Friday.

**B. Blackboard Learning Management System**

This course is asynchronous and fully online using the Blackboard (Bb) Learning Management System. Please take some time to navigate the tabs in Bb. Some live weekly sessions may be scheduled through Adobe Connect at the discretion of the instructor. Students not able to attend live sessions are expected to view the recording. All technical support questions (including password questions) for Blackboard should be addressed to Blackboard via one of the methods below:

Email: [blackboard@lamar.edu](mailto:blackboard@lamar.edu)

Daytime Support: 409.880.2222

After Hours Support: 1.866.585.1738

More Blackboard support information can be found at <http://luonline.lamar.edu/blackboard-support/>.

**C. Adobe Connect Web Conferences**

You do not need to download or purchase additional software to participate in the conference. However, a headset with microphone and Web camera are preferred equipment. You will be provided with an Adobe Connect link to access the web conferences, if needed. You will not need a username or password when logging into Adobe Connect. Please log in as a guest and enter your name and section number.

You can access Adobe Connect by going to <http://lamar.adobeconnect.com>.

**D. Tk20 - Electronic Portfolio**

Tk20 is the official electronic portfolio software of Lamar University College of Education and Human Development. Program required signature assessments, practicum logs, mentor evaluations and other documents are archived through the Tk20 secure portal. All signature assessments will be graded via Tk20, available at <http://lamar.tk20.com>. It is the responsibility of each student pursuing any degree or certification as an educator to purchase an account to access and use Tk20. The account activation fee is considered a professional expense incurred as a part of an educator preparation program. The user account may be utilized for seven years from the activation date. For assistance with purchasing or using Tk20, contact the Lamar Tk20 helpdesk at [tk20@lamar.edu](mailto:tk20@lamar.edu) or call 409-880-7608.

## **XI. Grading and Evaluation**

### **A. Assignments:**

<b>Assignments</b>	<b>Points</b>
Weekly Discussion (20 points per week)	100
Week One A 20 Points	20
Week One B 20 Points	20
Week Two Assignment	40
Week Three Assignment	40
Mid-Term Exam—Administered at the end of Week Three	100
Week Four Assignment	40
Week Five Assignment	40
Final Exam—Administered at the end of Week Five	100
<b>Total Points for course</b>	<b>500</b>

**All assignments are due on the seventh day of the week, which is Sunday (11:59 PM CST).**

### **E. Grading**

**In determining the final course grade, the following scale is used:**

450 – 500 points = A

400 – 449 points = B

350 – 399 points = C

Below 350 points = F

**Students must have a cumulative 3.0 GPA to be able to graduate.**

### **F. Rubrics**

A rubric is provided in the Blackboard Course for each assignment and each discussion prompt. The rubric is provided as a guide to assist you in addressing critical points in each discussion and/or assignment. Please read each rubric carefully before completing the discussion posting or the assignment.



**G. Late Work Policy**

Graduate students (especially aspiring leaders) are expected to meet deadlines. Students who may be unable to complete an assignment by the due date must contact the IA prior to foreseen events or immediately following unforeseen events. A 10% deduction from the final grade will occur for each day the assignment has not been submitted.

**XII. Drop/Add Policy**

As a student, it is your responsibility to make sure you are officially enrolled in this course. If you decide to drop the class, it is your responsibility to officially drop. Any student who stops attending class and does not officially drop, will earn an F for the course.

**XIII. Incomplete Grade Policy**

The professor may assign a grade of "I" (Incomplete) if the student is unable to complete course requirements due to medical issues, family emergencies, or life events beyond the student's control. Procrastination or failure to plan a balance between work and program do not apply. Students must inform the professor of circumstances meeting the requirements for an Incomplete prior to the end of the course. The section professor MAY, at his/her discretion, agree to issue a grade of incomplete if the professor views the circumstances as being beyond the student's control. However, the decision to grant an "I" or not grant an "I" rests with the appropriate section professor. If an "I" is issued, the student will have until the end of the following semester to complete and submit all required assignments. If all course requirements are not completed and submitted by this deadline, the grade will automatically change to an F. **Note:** Any Incompletes must be made up prior to enrolling in either EDLD 5397 or 5398.

**XIV. Course Evaluation**

It is the right and the responsibility of each student to complete the course evaluation. An email will be sent by the university with directions and timelines to complete.

**XV. Additional Course Information**

**A. Syllabus Subject to Change**

While information and assurances are provided in this course syllabus, it should be understood that content may change in keeping with new research and literature and that events beyond the control of the instructor could occur. Students will be informed of any substantive occurrences that will produce syllabus changes.

**B. Academic Continuity Plan**

In the event of an announced campus closure in excess of four days due to a hurricane or other disaster, students are expected to login to Lamar University's website's homepage <http://www.lamar.edu> for instructions about continuing courses online.

## **XVI. Course Outline**

<b>Week 1</b>	<b>Sources of Law and Federalism</b>
	<p><b>Introduction Video: Overview of School Law</b>  <b>Pre-Course Quiz—School Law Cases—Ungraded assignment</b>  <b>Lecture: Video One: Sources of Law</b>  <b>Video Two: Federalism</b>  <b>Readings:</b> Chapter 1, "An Overview of Education Law, Texas Schools and Parent Rights", pp. 15-50 in the Electronic Version of your textbook.  <b>Assessment</b></p> <p><b>Discussion 1: District Governance:</b> Discuss the complaint protocol in your district. An initial posting AND comments on two postings by classmates is required for full credit.—20 Points  <b>Assignment 1A: Sources of Law—</b>Provide examples from documents in your district.—20 Points  <b>Assignment 1B: Who Really Runs the Show?—</b>Answer questions related to governance in your district.—20 Points</p>
<b>Week 2</b>	<b>Special Education and the Law</b>
	<p><b>Video: Special Education: What a Principal Should Know</b>  <b>Lecture: Special Education: What a Principal Should Know</b>  <b>Interview: Dr. Molly Cordeau</b></p> <ol style="list-style-type: none"> <li><b>Readings:</b> A Short Guide to Special Education Due Process, (pages 21-43—Begin reading with the heading "Roles and Responsibilities in Due Process Hearings"—be sure to begin reading on Page 21 as printed in the article....not page 21 in your Adobe Reader)  Thomas P. Lombardi &amp; Barbara L. Ludlow</li> <li>The Educator's Guide to Texas School Law, Eighth Edition – Chapter 3 (pages 96-131)  Jim Walsh, Frank Kemerer, and Laurie Maniotis</li> </ol> <p><b>Assessment</b></p> <p><b>Discussion 1:</b> Write a paragraph describing a special education issue that troubled your building principal and provide an explanation as to how the issue was resolved and respond to two comments by classmates. –20 Points</p>

	<p><b>Assignment 1:</b> Develop a paper that includes at least one, but no more than two paragraphs, for each of the following questions and statements:</p> <ol style="list-style-type: none"> <li>1. What are the elements of an IEP and who provides input into the development of the plan?</li> <li>2. How are teachers and other appropriate personnel made aware of the IEP for a special education student?</li> <li>3. Explain the term “accommodations” as it relates to an IEP and give examples of possible accommodations used to ensure an appropriate education for special education identified students. —40 Points</li> </ol>
<b>Week 3</b>	<b>Student Rights: Due Process, Expression, Privacy, Conflict Resolution</b>
	<p><b>Video Lectures: Student Rights: Due Process</b>  <b>Student Privacy Rights</b>  <b>Student Speech and Expression</b>  <b>Conflict Resolution</b></p> <ul style="list-style-type: none"> <li>• <b>Readings:</b> Chapter 8, “Student Discipline”, pp. 304-335 in the Electronic Version of your textbook.</li> </ul> <p>Walsh, Jim; Kemerer, Frank; Maniotis, Laurie. (2014). <i>The Educator's Guide to Texas School Law</i> (Eighth ed.). Austin, Texas: University of Texas Press.</p> <p><b>Assessment</b>  <b>Discussion 1: Respond to a scenario in which student expression is an issue and respond to two postings by classmates.— 20 Points</b>  <b>Assignment 1: Respond to 3 student discipline scenarios using knowledge from lectures, reading, and discussion to comply with state and federal laws.—40 Points</b>  <b>Mid-Term Exam—Take the exam during the exam window (Thursday—Sunday)—100 Points</b></p>
<b>Week 4</b>	<b>Teacher Rights and Responsibility</b>
	<p><b>Video Lecture: Teacher Rights and Responsibility</b></p> <ol style="list-style-type: none"> <li>1. <b>Readings:</b> The Educator’s Guide to Texas School Law, 8<sup>th</sup> Edition. Chapter 4, pages 132-183. (Your Textbook)</li> </ol> <p><b>Assessment</b>  <b>Discussion 1:</b> Write a paragraph identifying an “Academic Freedom” issue that has occurred at your campus or in your school district. Comment on two postings from classmates. —20 Points  <b>Assignment 1:</b> Develop an acceptable use policy for teacher/student communication via electronic social media.—40 Points</p>
<b>Week 5</b>	<b>Landmark Cases &amp; Impact on Education</b>
	<p><b>Video Lecture: Landmark Cases and Influential Cases</b>  <b>Complete Post-Course Quiz—Ungraded Activity</b>  <b>Readings:</b> Chapter Ten, pp. 383-421 in your electronic textbook, <i>The Educator’s Guide</i></p>

	<p><u>to Texas School Law. –Walsh Textbook</u></p> <p><b>Discussion 1: Choose any of the Landmark Cases discussed in the video lecture and comment on the impact in your district. Comment on two postings by classmates. –20 Points</b></p> <p><b>Assignment 1: Summarize impact of six selected legislative acts on education.—40 Points</b></p> <p><b>FINAL EXAM: Complete Final Exam during test window—Thursday—Sunday: 100 Points</b></p> <p><b>Complete the end of course evaluation.</b></p>
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## **Course Syllabus**

**College of Education and Human Development  
"Preparing Educators for a Changing World"**

**Department of Educational Leadership and Technology  
EDLD 5397 Internship for Supervision**

The CONCEPTUAL FRAMEWORK of the Lamar University Educator Preparation Program illuminates the vision of the faculty as they are engaged in teaching, research and service. The undergraduate and graduate programs utilize a variety of delivery systems to prepare educators and leaders for a changing world by requiring them to demonstrate core knowledge, content proficiency, pedagogical techniques and strategies, communication and leadership skills, technological and analytical abilities, and professional dispositions. Lamar University educator preparation candidates develop habits of mind needed for "lifelong learning" and respond to the ever changing diverse needs of EC-12 students and the schools that serve them.

**Department:** Educational Leadership  
P.O. Box 10034  
Beaumont, TX 77710  
**Course Number:** EDLD 5397 (3 credit hours)  
**Course Title:** Practicum/Internship for Supervision

**Professor:**  
Dr. Daryl Ann Borel  
Clinical Instructor  
Phone: 409. 880.7709 (office)  
Email: [darylann.borel@lamar.edu](mailto:darylann.borel@lamar.edu)

### **Course Description**

*Practicum/Internship for Supervision* is the first of two courses on the practicum. The course is designed to assess progress, revise plans (if appropriate), and prepare for the second half of the 18-month practicum under the joint supervision of a school district mentor and faculty of Lamar University.

The course is required for all students in the Masters of School Administration and Masters of Educational Technology at the halfway point (7<sup>th</sup> course) in the degree program.

## **EDLD 5397 Practicum/Internship for Supervision**

Assignments include:

- NETS-A Assessments
- APA and IRB Guidelines
- APA Activity
- Review of the Literature Synthesis Matrix
- Action Research Project Analysis, Action Research Report, and Dissemination Plan
- Overall Practicum Analysis and guidelines for Final Report
- In-Basket Simulations
- Lamar University Field Supervisor Web Conference and Reflection
- LCE First Attempt
- TK20 Course Binder Submissions

### **Prerequisites**

Completion of EDLD 5311, EDLD 5301, and the four additional core courses in your program of study.

### **Professor and Instructional Associate**

Your Professor(s) and Instructional Associate (IA) will contact you via email with contact information and weekly overviews. Additional information will be provided in course announcements and web conferences. Each course section has an assigned Instructional Associate who will be your primary point of contact and who will provide support throughout the course. Please work with your Professor and Instructional Associate by sharing your experiences and asking questions. If you have any questions, you may contact your Professor(s) and IA via email. Please provide your section on all correspondence.

### **Important Course Information**

This course includes candidates from two diverse programs, Masters in Education Administration and Masters in Educational Technology Leadership. While each program leads to principal certification, they each have unique requirements. It is critical for success in this course that you view all videos, complete all readings, and complete all assignments and discussion boards. In addition, you should read the weekly overviews, and check your lamar.edu email and Blackboard announcements ***daily!*** Important course information is disseminated through Bb course announcements and/or your Lamar email account.

During this course you will have the opportunity to participate in synchronous web conferences and you are strongly encouraged to attend. The Web Conference schedule and meeting room URL is posted in Bb Course Professor Welcome Announcement. The web conferences will be recorded and if you cannot attend in person, you can review the recordings for important course information. You are responsible for the material discussed during the web conferences.

Additionally, you are required to attend (in person) at least one of the five Interactive Practicum Coach/LCE Web Conferences and submit a Reflection Assignment. The Interactive Practicum Coach/LCE Web Conference schedule and meeting room URL is posted in Bb Course Professor Welcome Announcement.

To register your attendance in the course, you ***must*** post your initial week one Discussion Board post no later than the ***fourth*** class day. Failure to do so may result in you being dropped from the course and forfeiting course fees.

## **EDLD 5397 Practicum/Internship for Supervision**

### **Textbooks**

For Masters of Educational Administration and Masters of Educational Technology Leadership students:

- 1) American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6<sup>th</sup> ed.). Washington, DC: Author.  
(ISBN: 978-1-4338-0561-5)  
(This book is used throughout the program)
- 2) Martin, G.E., Danzig, A.B., Wright, W.F., Flanary, R.A. & Brown, F. (2012). *School leader internship: Developing, monitoring, and evaluating your leadership experience*, (3rd ed.). Larchmont, NY: Eye on Education.  
(ISBN: 978-1-59667-203-1)
- 3) Mertler, C. A. (2014). *Action research: Improving schools and empowering educators*. Los Angeles, CA: Sage.  
(This book was used in EDLD 5301 and is a reference for this course.)

### **Supplementary Textbooks**

Sherman, R., & Mixon, J. R. (2009). *The principal's companion: A workbook for future school leaders* (3rd ed.). Lanham, MD: University Press of America, Inc.

### **Course Outcomes**

#### **Learning Outcomes:**

Candidates will:

1. Understand the importance of using reflection to enrich communication on the Discussion Board.
2. Become knowledgeable of the ELCC, ISLLC, SBEC (Texas) and ISTE/NETS Coaching Standards, including domains, competencies, and indicators.
3. Understand the importance of learning from reflection during the practicum, research project, and professional career.
4. Identify progress and gaps in mastery of the national standards and/or state competencies in Internship/practicum plan.
5. Identify importance and proficiency of National Education Technology Standards for Administrators.
6. Become knowledgeable of the ten leadership skills by completing a leadership skill assessment.
7. Become familiar with APA style and IRB guidelines.
8. Be familiar with strategies for the dissemination of their research findings and know appropriate audiences.
9. Become knowledgeable of intern/practicum experiences from others that led to increased knowledge and/or skill.
10. Be knowledgeable of accepted protocol for writing a concise research question and/or school problem statement.
11. Understand the benefits of peer editing.
12. Understand the requirements for writing a professional Action Research Report.
13. Know accepted format(s) for publishing action research findings.
14. Understand the importance of solving and handling problems and issues faced by principals in the daily management of schools.
15. Understand the process of documenting leadership accomplishments through the use of logs.

## **EDLD 5397 Practicum/Internship for Supervision**

### **Performance Outcomes:**

Candidates will be able to:

1. Use the Discussion Board to engage in the reflective practice and share what has been learned about leadership skill development and their action research project.
2. Assess progress in leadership skill development.
3. Identify successes and learning from failures in using the ten leadership skills.
4. Review practicum plan, briefly describe activities that led to increases in leadership skill and assess progress in the twelve leadership skills.
5. Summarize learning from reflective practice used in the practicum.
6. Review practicum plan with site supervisor/mentor, ensuring that the plan addresses all 9 competencies and ISTE/NETS coaching standards, hands-on experiences in key leadership areas, candidate's needs in specific domains/competencies, and campus needs.
7. Assess and update the Practicum Log and evaluate progress and needs for completion of total hours.
8. Assess progress and gaps in mastery of the national standards and/or state competencies.
9. Review with campus mentor the Action Research Project.
10. Create and draft the Dissemination Plan for Action Research Project.
11. Complete the required sections of the Action Research Report in APA style (Title Page, introduction, review of the literature, design section, and reference section).
12. Demonstrate administrative and leadership skills in solving/handling various problems faced daily by principals.
13. Complete the first attempt of the Lamar Competency Exam (LCE).
14. Update the Tk20 portfolio to include Practicum log, Action Research Report, and Practicum Coach Interactive Web Conference Reflection.

### **Educational Leadership and Technology Standards**

This course is aligned with both state and national standards, and the course content reflects these standards. State accreditation is based on program standards adopted by the State Board of Education Certification (SBEC). National accreditation is based on program standards of the National Council for Accredited Teacher Education (NCATE) and its specialized professional associations (SPA). The SPA for administrator preparation programs is the Educational Leadership Constituency Council (ELCC). Their standards are aligned with the SBEC standards for principals. These standards serve as the foundation for the courses within the School Administration program and help assure that this course of study is authoritative and represents best practice within the field. The SPA for the Educational Technology Leadership program is the International Society for Technology in Education (ISTE).

You should become familiar with the standards that guide your learning and program of study. SBEC Standards are accessible on the College of Education and Human Development website: <http://dept.lamar.edu/education/standards/st.html>. ELCC standards are accessible at [http://www.npbea.org/ELCC/ELCC\\_standards](http://www.npbea.org/ELCC/ELCC_standards). A copy of the TExES Preparation Manual can be found at <http://cms.texas-ets.org/texas/prepmaterials/texas-preparation-manuals/>. ISTE standards are accessible at: <http://www.iste.org/Libraries/PDFs/NETS-C.sflb.ashx>

### **Classroom Management Policies**

#### **Tk20 (<http://lamar.tk20.com>)**

Lamar University has implemented the use of Tk20, a comprehensive assessment system to assist with program improvement and accreditation. Tk20 is the official electronic portfolio software of Lamar University College of Education and Human Development. Program required key assessments, projects, work samples, applications for field experience,



## **EDLD 5397 Practicum/Internship for Supervision**

professional testing and certification recommendations will be collected, processed or archived through the Tk20 secure portal.

It is the responsibility of each student pursuing any degree or certification as an educator to purchase an account to access and use Tk20. The account activation fee is considered a professional expense incurred as part of an educator preparation program. The user account may be utilized for seven years from the activation date.

**You are required to submit and upload artifacts to your TK20 course binder at the end of week 5. Failure to submit the required documents will result in receiving an "I" or "F" in the course and the student will be placed on "Academic Hold."**

**Also, a zero will be recorded in Blackboard for assignments until the associated required document is submitted to Tk20.**

### **Late Work**

All assignments are due by 11:59 pm on 7th day of each course week. Late work will not be accepted except in extremely unusual circumstances and must be approved by your Professor(s) or Instructional Associates **PRIOR** to due dates. A maximum 2-day "grace period" will be granted for extenuating circumstances. After the "grace period," assignments will incur a 10% deduction for each day the assignment is late. No work will be accepted more than one week after the due date. **There will be no "grace period" for Week 5.** No assignments will be accepted after the last day of the course. Late assignments if granted, will incur a 10% deduction for each day the assignment is late. Acceptance of late assignments without prior approval is at the discretion of the professor with appropriate penalty assessed. Discussion board posts will **not** be accepted late and will not be granted a "grace period" for extenuating circumstances!

### **Special Accommodations:**

Lamar University is committed to providing equitable access to learning opportunities for all students. The Disability Resource Center (DRC) is located in the Communications building room 105. Office staff collaborate with students who have disabilities to provide and/or arrange reasonable accommodations.

For students:

If you have, or think you may have, a disability (e.g., mental health, attentional, learning, chronic health, sensory, or physical), please contact the DRC at 409-880-8347 or [drc@lamar.edu](mailto:drc@lamar.edu) to arrange a confidential appointment with the Director of the DRC to explore possible options regarding equitable access and reasonable accommodations.

If you are registered with DRC and have a current letter requesting reasonable accommodations, we encourage you to contact your instructor early in the semester to review how the accommodations will be applied in the course.

### **Class Participation:**

Students are expected to follow the course schedule, meet assignments and reading deadline dates. Student work is expected to be submitted in the required format for the assignment. Follow the

## **EDLD 5397 Practicum/Internship for Supervision**

directions and rubrics in order to receive maximum points. It is important to complete all reading assignments, view all videos and follow the directions for completion. *It is the student's responsibility to maintain appropriate equipment and connection at all times to fully participate in the class.* Make sure you have a secondary backup of your work. Computer or network outage is not considered extenuating circumstances.

### **Academic Honesty:**

Lamar University strongly believes in ethical behavior. In addition to the knowledge and skills necessary to teach children, dispositions (such as honesty and trust) are important qualities for a successful educator. Candidates are expected to conduct themselves in a professional manner. Academic honesty is expected on all assignments. All work submitted must be your own work and done under parameters assigned by the professor(s) of record. Any form of cheating and/or plagiarism will not be tolerated. It is expected that students understand what constitutes plagiarism ([www.plagiarism.org](http://www.plagiarism.org) is an excellent resource, if you are unsure) and will be held responsible for any instances of it, "accidental" or not. Any student found plagiarizing or cheating may receive an "F" for the course.

Disciplinary proceedings will be initiated if academic dishonesty is suspected. Instances of academic dishonesty include, but are not limited to, misrepresentation of actual work completed, using paper or other work written by others to satisfy the requirements for this course, cheating, plagiarizing, or knowingly furnishing false information. Plagiarism includes any instance of copying another's work without proper citation. Guidelines for direct quotes are found in the most current APA Style Manual. Such actions are unprofessional and will result in a reasonable penalty and/or automatic failing course grade. The professor will assign a reasonable penalty for academic dishonesty. If you do not assent to the findings and/or the penalty, you must file an appeal with the department chairperson within five days, as provided by the Student Handbook.

**Ethics and Professional Behavior.** It is the responsibility of the student to read and understand the *Code of Ethics and Standards Practices for Texas Educators*. In a Masters level program the *Code of Ethics and Standards Practices for Texas Educators* is an expectation.

### **Sexual Harassment:**

In accordance with administrative policy, sexual harassment is reprehensible and will not be tolerated by the University. Behavior in the course must conform to the university policy.

### **Syllabus Subject to Change:**

While information and assurances are provided in this course syllabus, it should be understood that content may change in keeping with new research and literature and events beyond the control of the course professor. Students will be informed of any substantive occurrences that will produce syllabus changes.

**Virtual Office Hours:** Virtual office hours and web conferences may be held throughout the course. Your professor will advise students on the particular medium of online interaction outside of the Blackboard platform.

### **Lamar.edu Email:**

All email correspondence will be through the lamar.edu email system. *Please check email through your lamar.edu account daily for correspondence and announcements from your professor and Instructional Associate.* It is strongly advised to have email forwarded from the Lamar system to the email account you regularly use. This will help keep you informed of announcements in a timely

## **EDLD 5397 Practicum/Internship for Supervision**

fashion. The Lamar tech support can guide you through the simple process of setting up email to be forwarded regularly.

Practice good email etiquette.

- Always include a meaningful subject line. **Include your Course and Section in the subject line.**
- Use standard fonts.
- Always be polite and respectful. Remember without facial expressions some comments may be taken the wrong way. Be careful in wording your emails. You are dealing with real people on the other end.
- Read your message before you send it. Make sure you come across as respectful, friendly, and approachable.
- Respect the privacy of other class members.

### **Time Management:**

Time management may be the biggest factor in succeeding in an online course. An online course can take a considerable amount of time. For this reason, you should begin the To Do List for each week early. Work on it regularly over the week rather than waiting until the last day or two. This will allow you the opportunity to work out problems or get assistance if needed.

### **Problems:**

Questions and problems are likely to come up during the course. When they do, contact your Instructional Associate or Professor(s) as soon as possible. Problems are generally easier to deal with when they are small. Your Instructional Associate is your primary point of contact.

### **Drop:**

It is your responsibility to make sure that you are officially enrolled in this course. If, at any point, you decide to not participate in this course, it is your responsibility to officially drop or withdraw from enrollment. Failure to do so may result in a failing grade. Drops after the course begins may carry financial penalty in that full reimbursement may not be possible. Refer to the Critical Dates calendar (<http://luonline.lamar.edu/files/documents/luonline/graduate-folder/med-5-and-15-week-calendar-of-critical-dates.pdf>). For further information, contact [luacademic@lamar.edu](mailto:luacademic@lamar.edu).

### **Attendance, Assignment, and Make-up Requirements:**

All students are expected to log into the course on the first day of the first week of the course. Students will be dropped after the first week for non-participation. All assignments are due on the dates provided in the courseware. Late/make-up assignment due dates will be determined by the Professor.

**Discussion Board:** All students are expected to contribute to the Discussion Board. **Discussion Board posts will not be accepted late and there will be no “grace” period extended for Discussion Board posts.**

## **Academic Continuity Plan**

In the unlikely event that Lamar University closes due to a hurricane or other disaster, and the closure last four or more days, instruction will continue. Students are expected to login to Lamar University's website's homepage ([www.lamar.edu](http://www.lamar.edu)) for instructions about continuing courses remotely.

## **Grading and Evaluation**

## **EDLD 5397 Practicum/Internship for Supervision**

### **Grades.**

All grades are subject to change. To review your FINAL grade for the course, go to: self-serve banner. The Blackboard gradebook is not your final grade!

### **General assessment criteria for all student work**

This is a Graduate level course. The Educational Leadership faculty members have high expectations for your academic performance and professional contributions in this course and program. We believe all participating students can achieve at the high standards. All grades entered by the Instructional Associates (IA) are reviewed by the professor(s) of the course and by be altered to meet expected academic rigor. The Professor(s) and Instructional Associate(s) will be asking the following questions in assessing student work in this course:

- How well does the student work address the criteria outlined in the rubric and the guidelines in the assignment and weekly overviews?
- Was the student work completed in a timely manner?
- Does the student work exhibit intellectual honesty and graduate level commitment?
- Does the work exhibit professional graduate level writing?

Specific instructions and rubrics for all assignments are included in the assignment documents and weekly overviews.

### **The following is required to receive credit in EDLD 5397:**

1. Complete and receive approval of the Observing and Participating Videos.
2. Submit Campus Mentor's Information.
3. Participate in the required Interactive Web Practicum Coach/LCE Conference(s) and submit the Reflection Assignment to Bb and Tk20 Portfolio. Note: All students enrolled in EDLD 5397 must participate in a Interactive Practicum Coach/LCE Web Conference during the 5-week session even if they have completed two or more observations previously. If a student has not completed their first interactive web conference, they must participate in Interactive Web Conference One and Interactive Web Conference Two during EDLD 5397.
4. Completion of at least 15 of the required 38 practicum activities and a minimum of 150 campus-based practicum hours are required to be logged and reflections provided by the end of week 5 to received credit in EDLD 5397. An original signature of the campus mentor is required.<sup>1</sup>
5. Meet with campus mentor to discuss the PCPSE and Dispositions for Educators Survey and ensure that he or she submits the document (electronically).
6. Submit the PCPSE and Dispositions for Educators Survey Reflections to Bb and Tk20 Portfolio.
7. Satisfactory (77/110) complete all required sections (with required subheadings) of the Action Research Report. Submit to Bb and Tk20 Portfolio.<sup>2</sup>
8. Complete and record the score of the first attempt of the Lamar Competency Exam (LCE).
9. Submit all required documents to Tk20 Portfolio.

*If any of the above items are not completed, you will receive an "I" or "F" in EDLD 5397 AND be placed on "Academic Hold." Also, a zero will be recorded for assignments until the associated required document is submitted to Tk20.*

***Students who do not successfully complete ALL requirements of EDLD5397 will be placed on "Academic Hold."***

<sup>1</sup>. All students must submit the current practicum log (in the resource section of the courseware and on the Bb Practicum Orientation Course documenting completion of a minimum 15 of the required

## **EDLD 5397 Practicum/Internship for Supervision**

38 activities and at least 150 campus-based, site-supervised practicum hours with an original campus mentor signature.

- <sup>2</sup> **All** students must complete an Action Research Report using the current template in the Resource section of the courseware.

### **Participation:**

**Discussion Board:** All students are expected to participate in the discussion board activity each week. Your contributions provide a way of interacting with, responding to, and learning from your colleagues.

**Web Conferences:** During the class you will have the opportunity to participate in weekly synchronous Web conferences. Each session will be recorded and the URL will be posted on the course Google Site. You are responsible for material discussed during the web conferences.

#### **Learner Outcomes for Web Conferences**

- 1) Learn to operate the software and hardware for an interactive web conference.
- 2) Increase interaction between students and faculty for academic and intellectual content knowledge.
- 3) Clarification of EDLD 5397 assignments.
- 4) Share local experiences with one another.

### **Assignments:**

Assignments are due by 11:59 pm on the last day of each class week. All assignments must be submitted via the courseware. Assignments will not be accepted through email. The value of each weekly assignment toward your final grade is provided in the rubrics on each assignment document. **NO** re-submissions are permitted.

### **Grading Scale:**

A = 450 - 500 Points - Accomplished

B = 400 - 449 Points - Proficient

C = 350 - 399 Points - Needs Improvement (Unacceptable for graduate level credit)

F = Below 350 points - Failure

### **Grading Policy**

<b>EDLD 5397 Weekly Tasks</b>	<b>Points</b>	<b>Total</b>
<b>Week 1: Course Overview, Scholarly Writing and Basics of APA Format and Style, IRB Guidelines and Research Skills</b>		<b>70</b>
Discussion Board	12 points	
Week 1 Assignment 1	43 points	
Week 1 Assignment 2	15 Points	
<b>Week 2: Action Research Project Progress, Self-Assessments, Digital Leadership</b>		<b>63</b>
Discussion Board	15 points	
Week 2 Assignment	48 points	
<b>Week 3: APA Format, , and Action Research Progress</b>		<b>57</b>

## EDLD 5397 Practicum/Internship for Supervision

Discussion Board	15 points	
Week 3 Assignment	42 points	
<b>Week 4: Action Research Project Progress Report, Reflective Learning</b>		<b>130</b>
Discussion Board	12 points	
Week 4 Assignment 1	8 points	
Week 4 Assignment 2	110 points	
<b>Week 5: Internship Updates, In-Basket Simulations, Final Reflection</b>		<b>180</b>
Discussion Board	6 points	
Week 5 Assignment 1	34 points	
Week 5 Assignment 2	20 points	
Week 5 Assignment 3	110 points	
Week 5 Assignment 4	10 points	
<b>Total Course Points:</b>		<b>500</b>

Course Content, Assignments, and Due Dates	
<b>Week 1</b>	<p><b>Topic 1: Course Overview, Scholarly Writing and Basics of APA Format and Style, IRB Guidelines and Research Skills</b></p> <p>The purpose of the Week 1 Assignment 1 is to become familiar with the APA and IRB guidelines and understand the requirements of writing a professional action research report.</p> <p><b>Video Lectures:</b></p> <p>Video 1: Course Introduction</p> <p>Video 2: What is the IRB?</p> <p>Video 3: Creating a Research Question</p> <p>Video 3: Literature Review: An Overview for Graduate Students</p> <p>Video 4: Peer Review in Three Minutes</p> <p>Video 5: APA Formatting – The Basics</p> <p><b>Assigned Readings:</b></p> <p>1) ) Lamar University Policy and Procedures on Use of Human Subjects in Research  <a href="http://www.lamar.edu/files/documents/research/IRB%20Policy%20and%20Procedures.pdf">http://www.lamar.edu/files/documents/research/IRB%20Policy%20and%20Procedures.pdf</a></p> <p>2) APA Text – Chapters 1, 3, 4, 6-7            American Psychological Association. (2010). <i>Publication manual of the American Psychological Association</i> (6<sup>th</sup> ed.). Washington, DC: Author.</p> <p>3) Lamar Competency Exam (LCE) – Purpose, Components, and Requirement  <a href="http://libguides.lamar.edu/LCE">http://libguides.lamar.edu/LCE</a></p> <p><b>Assignment 1:</b></p> <p>Part 1: Web Conference</p> <p>Part 2A and 2B: Discussion Board Prompts</p> <ul style="list-style-type: none"> <li>• APA and IRB               <ul style="list-style-type: none"> <li>○ What did you learn about APA?</li> <li>○ Share your understanding of APA style, why it is used, and share any information about what is the most confusing or least clear aspect of APA.</li> <li>○ Share your understanding of the IRB policy.</li> <li>○ Does your district have an IRB policy? If so, in what ways is it similar to the Lamar University policy? What ways is it different?</li> </ul> </li> <li>• Share a brief overview of the LCE framework and your preparedness for the exam.</li> </ul> <p>Part 3: Campus Mentor Information</p> <p>Part 4: Review of Literature Synthesis Matrix, Part A and Part B</p> <p>Part 5: Action Research Report – <i>due Week 4</i></p>

	<p>Part 6: Updated Practicum Log – <i>due Week 5</i></p> <p>Part 7: PCPSE/Dispositions Survey Reflection – <i>due Week 5</i></p> <p><b>Topic 2: Interactive Practicum Coach/LCE Web Conference Reflection</b></p> <p>The purpose of the Week 1 Assignment 2 is to reflect on your required participation in an interactive web conference with a Lamar University Practicum Coach. The topic of discussion will be the Lamar Competency Exam (LCE) and the TExES 068) Principal Exam.</p> <p><b>Assignment 2: Due no later than last day of class</b></p> <p>Reflection/Discussion of required Interactive Practicum Coach?LCE Web Conference.</p>
<b>Week 2</b>	<p><b>Topic: Self Assessments, Action Research Project Dissemination Plan, Action Research Report Draft</b></p> <p>The purpose of the Week 2 assignment is to provide opportunities for self-assessment and reflection regarding progress toward successfully meeting the principal competencies, administrative technology standards, and leadership skills, review practical applications of principal field experiences and a complete a LCE/TExES review and study plan, as well as submit a <u>final draft</u> of the interim Action Research Report to be peer edited in Week 3. The interim Action Research Report is due Week 4.</p> <p><b>Video Lectures:</b></p> <p>Video 1: Literature Review – Writing the Review of the Literature</p> <p>Video 2: APA Formatting – The Basics</p> <p>Video 3: Nicholas Negroponte: A 30-year History of the Future</p> <p><b>Assigned Readings:</b></p> <ol style="list-style-type: none"> <li>1) Guidelines for writing a literature review by Helen Mongan-Rallis: <a href="http://www.duluth.umn.edu/~hrallis/guides/researching/litreview.html">http://www.duluth.umn.edu/~hrallis/guides/researching/litreview.html</a></li> <li>2) <i>Action Research: Improving School and Empowering Educators</i>, Chapter 9 – Sharing and Reflecting, pp. 243-266.</li> <li>3) Action Research Report Template</li> <li>4) Lamar Competency Exam (LCE) – Domain I- Competencies 1, 2, 3 <a href="http://libguides.lamar.edu/LCE">http://libguides.lamar.edu/LCE</a></li> </ol> <p><b>Assignment:</b></p> <p>Part 1: Web Conference</p> <p>Part 2: Discussion Board Prompts</p> <p>Part 2A – Action Research Report</p> <ol style="list-style-type: none"> <li>1. Describe your progress so far in leading your action research project. Include what has worked well in your project, what has been your greatest challenge(s), one lesson you have learned, and what are your results or findings, if any, thus far.</li> <li>2. Post the <u>FINAL DRAFT</u> of your interim Action Research Report as an attachment. Week 3 two classmate will peer edit your report.</li> </ol> <p>Part 2B - Leadership</p> <ol style="list-style-type: none"> <li>3. As districts look at the millennials in their classrooms and plan the most effective educational strategies to reach them, it is clear that technological changes can enable learning in ways that never before have been possible. It is also clear that this generation grew up with tools and techniques that are well integrated with their lifestyles. There is a fundamental disconnect between students and the schools they attend. The challenge for school leaders is to acknowledge the societal changes and embrace them. Digital leadership consist of a dynamic combination of mindset, behaviors, and skills that are employed to change and enhance school culture through the use of technology. Briefly identify digital tools and leadership practices to enhance school culture and improve teaching and learning. Briefly identify obstacles</li> </ol>

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	<p>to change and specific solutions to overcome them in order to transform schools in the digital age.</p> <p>Part 3: Final Draft – Action Research Report</p> <p>Part 4: ISTE Standards for Administrators Self-Assessment and Reflection</p> <p>Part 5: A 30-year History of The Future Video Response</p> <p>Part 6: LCE/TEExES™ Review and Study Plan</p>
<b>Week 3</b>	<p><b>Topic: Practicum Progress, Peer Editing, Writing a Professional Report</b></p> <p>The purpose of the Week 3 assignment is to provide the opportunity to review progress, gaps, and needs for additional leadership experiences and reflect on progress toward successful completion of the requirements of your 18 month practicum; understand the requirements of writing a professional action research report; and peer edit classmates reports.</p> <p><b>Lectures:</b></p> <p>Lecture 1: Peer Editing</p> <p>Lecture 2: Progress on Practicum</p> <p><b>Video Lectures:</b></p> <p>Video 1: Peer-editing</p> <p>Video 2: How to fix a broken school? Lead fearlessly, love hard</p> <p><b>Assigned Readings:</b></p> <ol style="list-style-type: none"> <li>1) Lamar Practicum Handbook</li> <li>2) Lamar Competency Exam (LCE) – Domain II- Competencies 4, 5, 6, 7 <a href="http://libguides.lamar.edu/LCE">http://libguides.lamar.edu/LCE</a></li> </ol> <p><b>Assignments:</b></p> <p>Part 1: Web Conference</p> <p>Part 2A, 2B and 2C: Discussion Board Posting:</p> <p>Part 2A) Practicum Experience</p> <p>Briefly describe at least two practicum activities you experienced that led to significant learning (knowledge and/or skill).</p> <p>Part 2B) Leadership</p> <p>The job of school principal may be one of the toughest jobs in the nation. The principalship is complex and requires a broad range of knowledge and skills. Numerous studies have shown the impact of the school principal and student achievement. In this week's video, How to broken school? Lead fearlessly, love hard, Linda Cliatt-Wayman shared three slogans. Post a reflective response to the three slogans regarding the skills and knowledge an aspiring principal will need to lead a school.</p> <p>Part 2C) Action Research Report Peer Edit Exercise</p> <p>Part 3: Peer Editing Exercise</p> <p>Part 4: Practicum Plan Progress Summary</p> <p>Part 5: Action Research Report – <i>Due Week 4</i></p>
<b>Week 4</b>	<p><b>Topic: Action Research Project Report and Reflective Learning</b></p> <p>The purpose of this week's assignment is to provide opportunities to complete the Action Research Project Report and to understand the importance of reflection.</p> <p><b>Lecture:</b></p> <p>Interim Action Research Report</p> <p><b>Assigned Readings:</b></p> <ol style="list-style-type: none"> <li>1) Lamar Competency Exam (LCE) – Domain III – Competencies 8, 9 <a href="http://libguides.lamar.edu/LCE">http://libguides.lamar.edu/LCE</a></li> <li>2) Costa, A. L, &amp; Kallick, B. (2000) Getting into the habit of reflection. <i>Educational Leadership</i>, 57 (7), 60-62.</li> </ol>



	<p>3) Fiddler, M., &amp; Marienau, C. (2008) Developing habits of reflection for meaningful learning. <i>New Directions for Adult &amp; Continuing Education</i>, 2008(118), 75-85.</p> <p>4) Martin, G.E., Danzig, A.B., Wright, W.F., Flanary, R.A. &amp; Brown, F. (2012). <i>School leader internship: Developing, monitoring, and evaluating your leadership experience</i>, (3rd ed.). Larchmont, NY: Eye on Education. Section 3.3 Reflection in Action, pp. 106-108.</p> <p><b>Assignment 1:</b>  <b>Part 1: Web Conference</b>  <b>Part 2A and 2B: Discussion Board</b></p> <ul style="list-style-type: none"> <li>• Leadership: Briefly discuss the importance of leaders and faculty engaging in reflection.</li> <li>• After taking the TExES 068 practice exam in week two, what steps have you taken to “close the gaps) before attempting your first LCE attempt?</li> </ul> <p><b>Assignment 2:</b>  <b>Action Research Project Report</b></p> <ul style="list-style-type: none"> <li>• Title Page</li> <li>• Introduction (Include Background, Problem Statement, Significance of Study, and Definitions)</li> <li>• Review of the Literature (Include introduction, at least three subheadings, and summary)</li> <li>• Design Section (Include subjects, procedures, and data collections)</li> <li>• Reference Section (must have at least 12 current references, of which 50% must be peer-reviewed)</li> </ul>
<p><b>Week 5</b></p>	<p><b>Topic: Leadership Development and Practicum Updates</b>  The purposes of the Week 5 assignments are to provide an opportunity to review leadership effective qualities and update several documents needed to complete your practicum activities.</p> <p><b>Video Lectures:</b>  Video 1: Rosalinda Torres: What it Takes to be a Great Leader  Video 2: Nadia Lopez: Why Open a School? To Close a Prison  Video 3: Adam Grant: Are You a Giver or a Taker?</p> <p><b>Assigned Readings:</b></p> <ol style="list-style-type: none"> <li>1) Lamar Competency Exam (LCE) – Test-Taking Strategies  <a href="http://libguides.lamar.edu/LCE">http://libguides.lamar.edu/LCE</a></li> <li>2) Manning, T.T. (2011). Learn to unlearn: Five key belief patterns that sabotage leadership effectiveness. <i>Faculty Focus Special Report: Academic Leadership Development: How to Make a Smooth Transition from Teacher to Administrator</i>. (pp’s 12-14). Retrieved from <a href="http://www.Facultyfocus.com/free-reports">www.Facultyfocus.com/free-reports</a> (PDF in Resource Section of Blackboard courseware)</li> <li>3) Thomas J. D. Jr. (2011). Becoming a teacher leader through action research, <i>Kappa Delta Pi Record</i>, (47)4, 170-173. doi: 10.1080/00228958.2011.10516586 (PDF in Resource Section of Blackboard courseware)</li> </ol> <p><b>Assignment 1</b>  <b>Part 1: Web Conference</b>  <b>Part 2: Discussion Board</b></p> <ul style="list-style-type: none"> <li>• In this week's video, What it Takes to be a Great Leader, Rosalinda Torres, stated, “Leadership in the 21st century is defined and evidenced by three questions.” Post a reflective response to the three questions regarding the skills and experiences great leaders will need to lead effectively in a global, digitally enabled and transparent world.</li> </ul> <p><b>Part 3: In-Basket Simulations</b>  <b>Part 4: LCE Score</b></p>

## **EDLD 5397 Practicum/Internship for Supervision**

### **Assignment 2**

The candidate's campus mentor returns the Principal Candidate Practicum Summary Evaluation (PCPSE) and Dispositions for Educators Survey.

The candidate submits a written reflection on the PCPSE and Dispositions for Educator Survey.

### **Assignment 3**

Updated Campus-Supervised Practicum Log

### **Assignment 4**

Final Course Reflection – Journal Entry

### **Required assignment content submitted to TK20:**

1) Action Research Report – Submission 1

2) Updated Campus-Supervised Practicum Log – minimum 15 activities and 150 hrs.

*If any of the above items are not submitted to Tk20, you will receive an "I" or "F" in the course AND be placed on "Academic Hold." Also a zero will be recorded in Blackboard for assignments until the associated required document is submitted to Tk20.*

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# **INSTRUCTIONAL COACHING PROTOCOLS**



## COLLEGE OF EDUCATION & HUMAN DEVELOPMENT

# LAMAR UNIVERSITY

### Coaching Plan for Onsite Visits

#### Observation 1

- Introducing coaching tools
- Model Pre and Post conferencing protocols
- Watch a lesson and use Classroom Observation tool, TTESS rubric
- Score the lesson and plan a post conference
- Look at calibration of scores between candidate and coach/field supervisor and provide feedback on scoring and post conference plan
- Candidate will reflect on process
- Coach/Field Supervisor will complete the Record of Coaching Conversation outlining next steps and follow-up
- Coach/Field Supervisor sends feedback to campus site supervisor regarding candidate's progress

#### Observation 2:

- Conduct pre-conference with teacher and Coach/Field Supervisor will provide feedback
- Observe a classroom with candidate and Coach/Field Supervisor using the classroom observation tool
- Look at calibration of scores between candidate and Coach/Field Supervisor and provide feedback on scoring and post conference plan
- Candidate will create a post conference plan and role play with coach
- Candidate Conducts the actual post conference
- Coach will complete the Record of Coaching Conversation outlining next steps and follow-up
- Candidate will reflect on process
- Coach sends feedback to campus site supervisor regarding candidate's progress

#### Observation 3

- Conduct pre-conference with teacher and Coach/Field Supervisor will provide feedback

- Observe a classroom with candidate and Coach/Field Supervisor using the classroom observation tool
- Look at calibration of scores between candidate and Coach/Field Supervisor and provide feedback on scoring and post conference plan
- Candidate will create a post conference plan and role play with coach
- Candidate Conducts the actual post conference
- Coach will complete the Record of Coaching Conversation outlining next steps and follow-up
- Candidate will reflect on process
- Coach sends feedback to campus site supervisor regarding candidate's progress
- Coach/Field Supervisor completes the final Lamar instruction coaching rubric

<b>Novice</b>	The candidate has minimal knowledge of the TTESS Rubric, best practices for instruction, and available resources.
<b>Emerging</b>	The candidate has begun to be able to recommend appropriate instructional strategies and makes minimal connections to the TTESS Rubric.
<b>Developing</b>	The candidate consistently connects teacher actions to the TTESS Rubric and recommending appropriate best practices to impact teacher growth.
<b>Proficient</b>	The candidate connects teacher and student actions to the TTESS Rubric and provides strategies to impact teacher and student growth.
<b>Accomplished</b>	All items in the proficient column plus the candidate is able to model best practices, coach, and provide follow up for the teacher observed.

<b>1. Knowledge Base</b>						
Candidate understands and applies a set of core coaching knowledge components.						
Element		Novice	Emerging	Developing	Proficient	Accomplished
a.	Candidate articulates a knowledge of quality instruction, classroom management, and best instructional practices.	00	00	00	00	00
b.	Candidate prepare the teacher conference(s) and ask appropriate questions that facilitate the teacher's reflection of the lesson observed.	00	00	00	00	00
c.	Candidate demonstrates understanding of adult learning theory and applies it in analyzing coaching situations and working with classroom teachers.	00	00	00	00	00
d.	Candidate demonstrates understanding of TTESS Rubric and collects appropriate evidence for each indicator.	00	00	00	00	00
e.	Candidate demonstrates understanding of systems thinking and applies it in analyzing coaching situations, data, and working with teachers.	00	00	00	00	00
f.	Candidate demonstrates understanding of emotional intelligence theory and applies it in analyzing coaching situations and working with teachers.	00	00	00	00	00
g.	Candidate demonstrates understanding of change management theory and applies it in analyzing coaching situations and working with teachers.	00	00	00	00	00

<b>2. Relationships</b> Candidate develops and maintains relationships based on trust and respect and demonstrates cultural competency in order to advance the work.							<b>Evidence</b>
<b>Element</b>		<b>Novice</b>	<b>Emerging</b>	<b>Developing</b>	<b>Proficient</b>	<b>Accomplished</b>	
a. Candidate engages the teacher in a coaching relationship and monitors engagement throughout the work.		0000000000					
b. Candidate builds trust with the teacher and sustains it over time; candidate maintains confidentiality at all times.		0000000000					
c. Candidate demonstrates cultural competence and the ability to effectively coach across race, ethnicity, gender, class, sexual orientation, age, and language background.		0000000000					
d. Candidate demonstrates empathy and compassion.		0000000000					

# Lamar University EDLD Instructional Coaching Rubric

3. Strategic Design Candidate develops strategic work plans based on data and a variety of assessments. Candidate is continuously guided by the work plan, makes adjustments as necessary, and monitors progress along the way.		Evidence				
Element		Novice	Emerging	Developing	Proficient	Accomplished
a.	Candidate gathers a variety of data and engages the teacher in assessing data in order to co-construct a work plan.	0000000000	0000000000	0000000000	0000000000	0000000000
b.	Work plan aligns to school or district vision and larger context.	0000000000	0000000000	0000000000	0000000000	0000000000
c.	SMART goals drive the work with the teacher; candidate regularly gathers data to demonstrate progress towards goals and engages the teacher in this reflection.	0000000000	0000000000	0000000000	0000000000	0000000000
d.	Candidate develops a theory of action for coaching the teacher and applies theory in conversations and actions.	0000000000	0000000000	0000000000	0000000000	0000000000
e.	Candidate breaks down the learning into chunks and identifies high-leverage instructional strategies; a plan for gradual release of responsibility is articulated.	0000000000	0000000000	0000000000	0000000000	0000000000



# Lamar University EDLD Instructional Coaching Rubric

4. The Coaching Conversation Candidate demonstrates a wide range of listening and questioning skills. Candidate is able to effectively move conversations toward meeting the conference's goals.	Evidence				
	Novice	Emerging	Developing	Proficient	Accomplished
a. Candidate plans and structures coaching conversations to ensure alignment with the teacher goals/needs and enhances the teacher's skills to help meet his/her TTESS goals.	0000000000	0000000000	0000000000	0000000000	0000000000
b. Candidate uses a variety of questioning strategies with the teacher.	0000000000	0000000000	0000000000	0000000000	0000000000
c. Candidate listens for high-leverage entry points that could deepen the conversation and uses them.	0000000000	0000000000	0000000000	0000000000	0000000000
d. Candidate effectively uses a range of conversational coaching approaches in order to facilitate the teacher discovering new possibilities for action to meet his/her goals.	0000000000	0000000000	0000000000	0000000000	0000000000
e. Candidate listens with empathy and uses nonjudgmental language in coaching conversations.	0000000000	0000000000	0000000000	0000000000	0000000000
f. Candidate listens without attachment to outcome.	0000000000	0000000000	0000000000	0000000000	0000000000
g. Candidate shows up as a calm, grounded presence.	0000000000	0000000000	0000000000	0000000000	0000000000

## Lamar University EDLD Instructional Coaching Rubric

5. Strategic Actions		Evidence					
Candidate implements high-leverage strategic actions that support the teacher in reaching TTESS goals and uses a Gradual Release of Responsibility Model to develop a teacher's professional skill level.		Novice	Emerging	Developing	Proficient	Accomplished	
Element							
a.	Candidate observes the teacher in various contexts, gathers data, and offers feedback based on the TTESS rubric and goal setting.	00	00	00	00	00	
b.	Candidate guides the teacher to develop reflective capacities when receiving feedback.	00	00	00	00	00	
c.	Candidate engages the teacher in analyzing data (observations, student work, student answers, test scores, and so on) and responding to data.	00	00	00	00	00	
d.	Candidate demonstrates best practices in multiple settings (observing a lesson, facilitating a meeting, providing professional development, giving difficult feedback, and so on) and engages teacher in reflecting on the demonstration.	00	00	00	00	00	
e.	Candidate engages the teacher in other coaching activities (role playing, visualizing, gathering data, using video, and so on) that move the teacher toward his/her TTESS goals.	00	00	00	00	00	
f.	Candidate works within a Gradual Release Model to enable the teacher to meet his/her TTESS goals.	00	00	00	00	00	
g.	Candidate supports the teacher to identify needs, access resources, and build relationships that can help meet those needs.	00	00	00	00	00	

## Lamar University EDLD Instructional Coaching Rubric

6. Candidate as Learner Candidate consistently reflects on his or her own learning and development as an instructional leader and actively seeks out ways to develop his or her skill, knowledge, and capacity.	Element	Evidence				
		Novice	Emerging	Developing	Proficient	Accomplished
a. Candidate solicits feedback from the Field Supervisor and takes action based on feedback.		00 00 00 00 00				
b. Candidate gathers a variety of data (notes, audio recordings, video, and so on) and utilizes a variety of strategies to reflect on coaching practice. Reflection leads to development of coaching practice.		00 00 00 00 00				
c. Candidate seeks out professional learning opportunities and consultations with other leaders to develop coaching practice; also stays informed of current research on best practices.		00 00 00 00 00				
d. Candidate collaborates effectively with colleagues by supporting their professional growth.		00 00 00 00 00				
e. Candidate demonstrates awareness of his or her own emotional intelligence and works to develop emotional resiliency.		00 00 00 00 00				
f. Candidate demonstrates instructional leadership skills and an awareness of how he or she is perceived by others.		00 00 00 00 00				
g. Candidate attends to his or her own professional growth.		00 00 00 00 00				

# EVALUATION PROCESS AND METRICS

# Classroom Observation

Teacher: \_\_\_\_\_ Date: \_\_\_\_\_ Time: \_\_\_\_\_

<b>Time</b> <i>Recorded every 5 minutes</i>	<b>Teacher words and actions</b>	<b>Student words and actions</b>

Elena Aguilar



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## T-TESS Calibration Protocol

**Campus:**

**Date:**

**Teacher:**

*Note: It is recommended that appraiser teams conduct ongoing calibrations throughout the year.*

Domain/Dimension	Session 1 Candidate	Session 1 Field Supervisor	Session 2 Candidate	Session 2 Field Supervisor	Session 3 Candidate	Session 3 Field Supervisor
<b>Planning</b>						
Standards & Alignment						
Data & Assessments						
Knowledge of Students						
Activities						
<b>Instruction</b>						
Achieving Expectations						
Content Knowledge & Expertise						

<b>Domain/Dimension</b>	<b>Session 1 Candidate</b>	<b>Session 1 Field Supervisor</b>	<b>Session 2 Candidate</b>	<b>Session 2 Field Supervisor</b>	<b>Session 3 Candidate</b>	<b>Session 3 Field Supervisor</b>
Communication						
Differentiation						
Monitor & Adjust						
<b>Learning Environment</b>						
Classroom Environment Routines & Procedures						
Managing Student Behavior						
Classroom Culture						
<b>Reinforcements and Refinements</b>						
<b>Reinforcement Area (Dimension)</b>						
<b>Refinement Area (Dimension)</b>						





## T-TESS Post Conference Plan

Reinforcement Plan Form
<b>Reinforcement Area (Dimension):</b>
<b>Self-Analysis Question:</b>
<b>Evidence:</b>

Refinement Plan Form
<b>Refinement Area (Dimension):</b>
<b>Self-Analysis Question:</b>
<b>Evidence:</b>

**PRE-CONFERENCE INTERVIEW PROTOCOL**

AIMS/TIGER

c

Teacher

School

Grade Level(s)

Subject(s)

Evaluator

Date

*Educator completes this form for the evaluator, to use during the pre-conference prior to an announced observation. Required for Stage I teachers. Optional for Stage II and III.*

**Questions****Link Responses  
to Indicators**

1. What is the purpose of this lesson? What are the learning outcomes for the class? What do you want the students to understand and be able to do?

2. Which standards will you teach, and which part of your curriculum will be used to teach them?

3. How does your plan fit into a sequence of learning for this class? What has happened to lead up to this lesson? What will follow?

4. How will you engage the students in learning? What will you do? What will the students do? (Attach artifacts such as lesson plans, graphic organizers, visuals, materials students will use, assessments)

5. How have you planned for text-dependent questioning, thinking, problem-solving, and utilizing core practices in your subject area?

6. Briefly describe the students in this class, including those with intervention needs? What data do you use for understanding your students/ needs? How will you group and differentiate?

7. How will you know that you have achieved the purpose of this class? What aspects of the lesson may be challenging? How would you adjust, if needed?

8. Which indicators would you like me to focus on? What additional information about the class would you like to share?

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**Note.** Some content adapted from Danielson (2008) *Electronic Forms and Rubrics for Enhancing Professional Practice: A Framework for Teaching*

## T-TESS Appraiser Sample Conferencing Questions

### 1.1 Standards and Alignment

- *How are the goals for learning aligned to state content standards?*
- *How will technology be integrated into the lesson to support mastery of the lesson's goals?*
- *How do you plan for activities, materials, and assessments that are sequenced and relevant to students?*
- *How do you decide on the segmenting of a lesson in order to provide appropriate time for student work, the lesson, and lesson closure?*
- *How do you decide on activities, materials, and assessments that are appropriate for diverse learners?*
- *How are "lesson structure and pacing" addressed in this lesson?*
- *How does the sequence of the lesson address scaffolded learning and complex concepts as it progresses?*
- *In what ways are other disciplines integrated and supported?*
- *How do you ensure that your lessons are aligned horizontally with the team? Vertically?*

### 1.2 Data and Assessment

- *Which assessment data was examined to inform planning for this lesson?*
- *What are some ways you communicate your classroom and school goals to stakeholders?*
- *What does pre-assessment data indicate about student learning needs?*
- *What formal and informal techniques do you use to collect evidence of students' knowledge and skills?*
- *How will your assessment data help you identify student strengths and areas of improvement?*
- *In what ways do you provide specific and timely feedback to students? Families? Other school personnel?*
- *How is data provided to students to help them identify their own learning needs and track progress?*
- *How do you compare student results to your own teaching strategies to determine what works for specific students? When are you most successful? When do students struggle? Why? How does this help you plan for future lessons?*
- *What processes do you use to collect and analyze data over time?*

### 1.3 Knowledge of Students

- *How will this lesson demonstrate your familiarity with students' prior knowledge, life experiences, and interests?*
- *How will the instructional strategies provide opportunities to address all students' learning needs?*
- *How will developmental gaps be addressed?*
- *How do you assess students' learning styles and needs?*
- *When students have individualized learning plans, how are their needs included in planning for lessons?*
- *How are students with similar needs grouped and supported during the planning and instruction phases?*
- *When students are struggling, how do you determine the cause and address their needs?*

- How are students' backgrounds, language and/or cultural differences used to plan for instruction?
- How are students' social-emotional needs incorporated into planning for lessons?

#### **1.4 Activities**

- Why is it important for teachers to ask higher order questions during a lesson?
- How do you plan for questions and opportunities for students to engage in higher order thinking and problem- solving?
- How do you decide on the instructional grouping of students before/during a lesson?
- How do you hold groups and individuals accountable for work completed within a group?
- How do you decide on the roles and responsibilities individuals will have when working in groups?
- In what ways do the activities, resources, technology, and instructional materials align to the instructional goals?
- How are activities varied to address different ability levels and learning needs?
- What opportunities do you provide for students to set individual goals and hold each other accountable for meeting those goals? How does goal setting happen within instructional groups?
- How do you ensure that the activities planned are engaging and keep students focused and motivated to learn? How do they engage students in ownership of their own learning?

#### **2.1 Achieving Expectations**

- Why is it important to have academic expectations for students that are high and demanding?
- How will you obtain evidence that most students have demonstrated mastery of the objective?
- How will students take initiative for their own learning and self-monitor their progress?
- What are some examples of high expectations with this unit of study/lesson/activity?
- What opportunities do you provide for students to set high social-emotional expectations for themselves?
- How are students expected to persist with instruction to demonstrate progress towards mastery of learning? What types of strategies do you use to keep them motivated and focused?
- How do you anticipate student mistakes and/or misunderstandings? What types of common learning pitfall do you generally see with this lesson/unit?
- When you know students will struggle with what is presented, what do you do?
- In what ways are students expected to take initiative for their own learning? What role do you play in this?

#### **2.2 Content Knowledge and Expertise**

- How do you develop or select instructional strategies to teach specific skills?
- How do you decide on ways in which you will connect the content to other disciplines and real-world experiences?
- How will you sequence the instruction so that students understand how the lesson fits within the discipline and real- world scenarios?
- How do you plan for opportunities for students to engage in different types of thinking?
- What are some examples related to how you model thinking for students?
- What do you believe are the key concepts with this unit of study/lesson?
- How do you know when to provide differentiated explanations for students?



- What content, if any, do you anticipate will present challenges for students? What cues will tell you that they do not understand what is presented? What might you do to prepare for these misunderstandings up front? What techniques do you/might you use to mitigate those concerns?
- How is instruction sequenced to allow students to see the connections within and across disciplines?
- What are some examples of how you continuously refine your knowledge and expertise?
- How do you stay current in the field?

### 2.3 Communication

- How will the goals for learning be communicated to students?
- How will you provide opportunities for students to elaborate and extend their learning?
- How do you provide for wait time when questioning during a lesson?
- Why is it important for teachers to ask higher order questions that are aligned to the lesson's objective(s)?
- How do you communicate your expectations to students?
- How is student-to-student communication encouraged and established during instruction?
- How do you make decisions about the types of technology and/or visual tools to use during the lesson?
- How are technology and visual tools used to engage students and communicate learning?
- How do you know when your explanations or direct teach are clear and coherent? What strategies do you use to assess whether students understood what was explained? What happens when students do not understand?
- How are questions leveled to increase complex thinking during the lesson? In what ways do they promote deeper thinking and a broader understanding of the objective(s)?
- What are some strategies you use to provoke and guide discussions with students?
- How are students expected to communicate what they have learned?

### 2.4 Differentiation

- How will the instructional strategies address all students' learning needs?
- How do you provide differentiated instructional methods within your lesson?
- How will the lesson engage and challenge all students of all levels?
- Why is it important to provide varied options for student mastery?
- Why is it important to provide multiple strategies to teach and assess students?
- How are lessons adapted and presented using a variety of strategies to reach all students?
- In what ways do you monitor student participation and performance? What do you do when these expectations are not present?
- What student behaviors do you look for during the lesson as signals that differentiation may be needed?
- How do you know when students are confused?
- What do you do when students become disengaged? How do you refocus instruction?

### 2.5 Monitor and Adjust

- How will you check for understanding during the lesson?
- How will you use student feedback to make adjustments to your instruction?
- How does student engagement impact student performance?
- What strategies do you use to gather input from students? How is this information used to monitor and adjust instruction?

- How are activities adjusted to align with the lesson objective and yet meet students' needs?
- How is pacing monitored and adjusted to maximize learning and keep students progressing towards mastery? What behaviors might you see to indicate that pacing needs to be adjusted?
- What strategies do you use for ongoing checks for understanding?
- What kinds of questions do you ask when purposefully checking for understanding?
- What are some examples of specific, academic feedback you provide to students? How do students provide academic feedback to each other? What are students expected to do with the feedback?

### **3.1 Classroom Environment, Routines and Procedures**

- How do you ensure that routines, procedures and transitions are efficient in order to maximize student learning?
- How will different grouping strategies be used to encourage student responsibility for resources and materials?
- How do you build safety in the classroom, promoting open communications and/or collaboration?
- What are some strategies for involving students in leading and managing responsibilities within the classroom?
- How are students encouraged to take risks?
- What would students say about the environment – from both instructional and social-emotional aspects? How do you know that?
- If you could refine your routines and procedures, what would you do? Why?

### **3.2 Managing Student Behavior**

- What systems are in place to effectively monitor student behavior?
- How do you plan to address inappropriate behavior should that become an issue during instruction?
- How are students involved in developing classroom procedures?
- How are clear behavioral expectations communicated and monitored?
- What types of consequences do you use when behavior is inconsistent?
- What types of non-verbal signals do you use with students to re-direct behavior?
- What is the relationship between student behavior and student engagement?
- How does your behavior management system extend beyond classroom walls?

### **3.3 Classroom Culture**

- How do you determine/plan appropriate procedures to ensure a respectful classroom culture?
- How do you provide opportunities for students to collaborate and build a strong team culture?
- In what ways does your classroom culture reflect high expectations for performance and student-centered behaviors?
- How does the classroom culture ensure that relevant, meaningful learning is the norm?
- How are activities structured so that students are expected to collaborate positively with each other?
- How is positive rapport amongst students established and maintained?
- In what ways are students empowered to build a positive classroom culture that they own and respect?

**Texas Teacher Evaluation and Support System (T-TESS) Rubric**

PLANNING Standards and Alignment (Dimension 1.1)					
Dimension 1.1 Standards and Alignment: The teacher designs clear, well-organized, sequential lessons that reflect best practice, align with standards and are appropriate for diverse learners.  Standards Basis: 1A, 1B, 3A, 3B, 3C  Potential Sources of Evidence: Conferences and conversations with the teacher; formal observations and walkthroughs; classroom artifacts; student growth processes	DISTINGUISHED	ACCOMPLISHED	PROFICIENT	DEVELOPING	IMPROVEMENT NEEDED
	<ul style="list-style-type: none"><li>• All rigorous and measurable goals aligned to state content standards.</li><li>• All activities, materials and assessments that:<ul style="list-style-type: none"><li>○ are logically sequenced</li><li>○ are relevant to students' prior understanding and real-world applications</li><li>○ integrate and reinforce concepts from other disciplines</li><li>○ provide appropriate time for student work, student reflection, lesson and lesson closure</li><li>○ deepen understanding of broader unit and course objectives</li><li>○ are vertically aligned to state standards</li><li>○ are appropriate for diverse learners</li></ul></li><li>• are appropriate for diverse learners</li><li>• Objectives aligned and logically sequenced to the lesson's goal, providing relevant and enriching extensions of the lesson</li><li>• Integration of technology to enhance mastery of goal(s).</li></ul>	<ul style="list-style-type: none"><li>• All measurable goals aligned to state content standards.</li><li>• All activities, materials and assessments that:<ul style="list-style-type: none"><li>○ are sequenced</li><li>○ are relevant to students' prior understanding</li><li>○ integrate other disciplines</li><li>○ provide appropriate time for student work, lesson and lesson closure</li><li>○ reinforce broader unit and course objectives</li><li>○ are vertically aligned to state standards</li><li>○ are appropriate for diverse learners</li></ul></li><li>• All objectives aligned and logically sequenced to the lesson's goal.</li><li>• Integration of technology to enhance mastery of goal(s).</li></ul>	<ul style="list-style-type: none"><li>• All goals aligned to state content standards.</li><li>• All activities, materials and assessments that:<ul style="list-style-type: none"><li>○ are sequenced</li><li>○ are relevant to students</li><li>○ provide appropriate time for lesson and lesson closure</li><li>○ fit into the broader unit and course objectives</li><li>○ are appropriate for diverse learners.</li></ul></li><li>• All objectives aligned to the lesson's goal.</li><li>• Integration of technology when applicable.</li></ul>	<ul style="list-style-type: none"><li>• Most goals aligned to state content standards.</li><li>• Most activities, materials and assessments that:<ul style="list-style-type: none"><li>○ are sequenced</li><li>○ sometimes provide appropriate time for lesson and lesson closure</li></ul></li><li>• Lessons where most objectives are aligned and sequenced to the lesson's goal.</li></ul>	<ul style="list-style-type: none"><li>• Few goals aligned to state content standards.</li><li>• Few activities, materials and assessments that:<ul style="list-style-type: none"><li>○ are sequenced</li><li>○ rarely provide time for lesson and lesson closure</li></ul></li><li>• Lessons where few objectives are aligned and sequenced to the lesson's goal.</li></ul>

STUDENT-CENTERED ACTIONS

TEACHER-CENTERED ACTIONS



PLANNING Data and Assessment (Dimension 1.2)					
	DISTINGUISHED	ACCOMPLISHED	PROFICIENT	DEVELOPING	IMPROVEMENT NEEDED
Dimension 1.2 Data and Assessment: The teacher uses formal and informal methods to measure student progress, then manages and analyzes student data to inform instruction.  Standards Basis: 1B, 1F, 2B, 2C, 5A, 5B, 5C, 5D  Potential Sources of Evidence: Conferences and conversations with the teacher; formal observations and walkthroughs; classroom artifacts; student growth processes; analysis of student data	<ul style="list-style-type: none"><li>Formal and informal assessments to monitor progress of all students, shares appropriate diagnostic, formative and summative assessment data with students to engage them in self-assessment, build awareness of their own strengths and weaknesses and track their own progress.</li><li>Substantive, specific and timely feedback to students, families and other school personnel on the growth of students in relation to classroom and campus goals and engages with colleagues to adapt school-wide instructional strategies and goals to meet student needs while maintaining confidentiality.</li><li>Analysis of student data connected to specific instructional strategies and use of results to reflect on his or her teaching and to monitor teaching strategies and behaviors in relation to student success.</li></ul>	<ul style="list-style-type: none"><li>Formal and informal assessments to monitor progress of all students and incorporate appropriate diagnostic, formative and summative assessments data into lesson plans.</li><li>Substantive, specific and timely feedback to students, families and other school personnel on the growth of students in relation to classroom and campus goals, while maintaining student confidentiality.</li><li>Analysis of student data connected to specific instructional strategies and use of results to reflect on his or her teaching and to monitor teaching strategies and behaviors in relation to student success.</li></ul>	<ul style="list-style-type: none"><li>Formal and informal assessments to monitor progress of all students.</li><li>Consistent feedback to students, families and other school personnel while maintaining confidentiality.</li><li>Analysis of student data connected to specific instructional strategies.</li></ul>	<ul style="list-style-type: none"><li>Formal and informal assessments to monitor progress of most students.</li><li>Timely feedback to students and families.</li><li>Utilization of multiple sources of student data.</li></ul>	<ul style="list-style-type: none"><li>Few formal and informal assessments to monitor student progress.</li><li>Few opportunities for timely feedback to students or families.</li><li>Utilization of few sources of student data.</li></ul>
STUDENT-CENTERED ACTIONS				TEACHER-CENTERED ACTIONS	

PLANNING Knowledge of Students (Dimension 1.3)				
Dimension 1.3 Knowledge of Students: Through knowledge of students and proven practices, the teacher ensures high levels of learning, social- emotional development and achievement for all students.  <b>Standards Basis:</b> 1A, 1B, 1C, 2A, 2B, 2C  <b>Potential Sources of            Evidence:</b> Conferences and conversations with the teacher; formal observations and walkthroughs; classroom artifacts; student growth processes; analysis of student data	DISTINGUISHED	ACCOMPLISHED	PROFICIENT	DEVELOPING
	<ul style="list-style-type: none"> <li>All lessons that connect to students' prior knowledge, experiences, interests and future learning expectations across content areas.</li> <li>Guidance for students to apply their strengths, background knowledge, life experiences and skills to enhance each other's learning.</li> <li>Opportunities for students to utilize their individual learning patterns, habits and needs to achieve high levels of academic and social-emotional success.</li> </ul>	<ul style="list-style-type: none"> <li>All lessons that connect to students' prior knowledge, experiences and future learning expectations.</li> <li>Guidance for students to apply their strengths, background knowledge, life experiences and skills to enhance their own learning.</li> <li>Opportunities for students to utilize their individual learning patterns, habits and needs.</li> </ul>	<ul style="list-style-type: none"> <li>All lessons that connect to students' prior knowledge and experiences.</li> <li>Adjustments to address strengths and gaps in background knowledge, life experiences and skills of all students.</li> </ul>	<ul style="list-style-type: none"> <li>Most lessons that connect to students' prior knowledge and experiences.</li> <li>Adjustments to address strengths and gaps in background knowledge, life experiences and skills of most students.</li> </ul>
STUDENT-CENTERED ACTIONS				IMPROVEMENT NEEDED
				<ul style="list-style-type: none"> <li>Few lessons that connect to students' prior knowledge and experiences.</li> <li>Adjustments to address strengths and gaps in background knowledge, life experiences and skills of few students.</li> </ul>
TEACHER-CENTERED ACTIONS				

PLANNING Activities (Dimension 1.4)				
Dimension 1.4 Activities: The teacher plans engaging, flexible lessons that encourage higher- order thinking, persistence and achievement.	DISTINGUISHED	ACCOMPLISHED	PROFICIENT	DEVELOPING
Standards Basis: 1B, 1C, 1D, 1E Potential Sources of Evidence: Conferences and conversations with the teacher; formal observations and walkthroughs; classroom artifacts; student growth processes; analysis of student data	<ul style="list-style-type: none"> <li>• Opportunities for students to generate questions that lead to further inquiry and promote complex, higher-order thinking, problem solving and real-world application</li> <li>• Instructional groups based on the needs of all students and maintains both group and individual accountability.</li> <li>• All students understanding their individual roles within instructional opportunities and facilitates opportunities for student input on goals and outcomes of activities.</li> <li>• Activities, resources, technology and instructional materials that are all aligned to instructional purposes, are varied and appropriate to ability levels of students.</li> <li>• actively engage them in ownership of their learning.</li> </ul>	<ul style="list-style-type: none"> <li>• Questions that encourage all students to engage in complex, higher-order thinking.</li> <li>• Instructional groups based on the needs of all students.</li> <li>• All students understanding their individual roles within instructional groups.</li> <li>• Activities, resources, technology and instructional materials that are all aligned to instructional purposes.</li> </ul>	<ul style="list-style-type: none"> <li>• Questions that promote limited, predictable or rote responses and encourage some complex, higher-order thinking.</li> <li>• Instructional groups based on the needs of most students.</li> <li>• Most students understanding their individual roles within instructional groups.</li> <li>• Activities, resources, technology and/or instructional materials that are mostly aligned to instructional purposes.</li> </ul>	<ul style="list-style-type: none"> <li>• Encourages little to no complex, higher-order thinking.</li> <li>• Instructional groups based on the needs of a few students.</li> <li>• Lack of student understanding of their individual roles within instructional groups.</li> <li>• Activities, resources, technology and/or instructional materials misaligned to instructional purposes.</li> </ul>
STUDENT-CENTERED ACTIONS			TEACHER-CENTERED ACTIONS	

INSTRUCTION					
Achieving Expectations (Dimension 2.1)					
Dimension 2.1 Achieving Expectations: The teacher supports all learners in their pursuit of high levels of academic and social- emotional success.	DISTINGUISHED	ACCOMPLISHED	PROFICIENT	DEVELOPING	IMPROVEMENT NEEDED
<p><b>Standards Basis:</b> 1B, 1D, 1E, 2A, 2C, 3B, 4A, 4D, 5B</p> <p><b>Potential Sources of Evidence:</b> Conferences and conversations with the teacher; formal observations and walkthroughs; student growth processes; analysis of student data</p>	<ul style="list-style-type: none"> <li>Provides opportunities for students to establish high academic and social-emotional expectations for themselves.</li> <li>Persists with the lesson until there is evidence that all students demonstrate mastery of the objective.</li> <li>Provides opportunities for students to self-monitor and self-correct mistakes.</li> <li>Systematically enables students to set goals for themselves and monitor their progress over time.</li> </ul>	<ul style="list-style-type: none"> <li>Provides opportunities for students to establish high academic and social-emotional expectations for themselves.</li> <li>Persists with the lesson until there is evidence that most students demonstrate mastery of the objective.</li> <li>Anticipates student mistakes and encourages students to avoid common learning pitfalls.</li> <li>Establishes systems where students take initiative of their own learning and self-monitor.</li> </ul>	<ul style="list-style-type: none"> <li>Sets academic expectations that challenge all students.</li> <li>Persists with the lesson until there is evidence that most students demonstrate mastery of the objective.</li> <li>Addresses student mistakes and follows through to ensure student mastery.</li> <li>Provides students opportunities to take initiative of their own learning.</li> </ul>	<ul style="list-style-type: none"> <li>Sets academic expectations that challenge most students.</li> <li>Persists with the lesson until there is evidence that some students demonstrate mastery of the objective.</li> <li>Sometimes addresses student mistakes.</li> <li>Sometimes provides opportunities for students to take initiative of their own learning.</li> </ul>	<ul style="list-style-type: none"> <li>Sets expectations that challenge few students.</li> <li>Concludes the lesson even though there is evidence that few students demonstrate mastery of the objective.</li> <li>Allows student mistakes to go unaddressed or confronts student errors in a way that discourages further effort.</li> <li>Rarely provides opportunities for students to take initiative of their own learning.</li> </ul>
STUDENT-CENTERED ACTIONS				TEACHER-CENTERED ACTIONS	

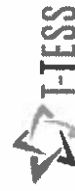
INSTRUCTION				
Content Knowledge and Expertise (Dimension 2.2)				
Dimension 2.2 Content Knowledge and Expertise: The teacher uses content and pedagogical expertise to design and execute lessons aligned with state standards, related content and student needs.	DISTINGUISHED	ACCOMPLISHED	PROFICIENT	DEVELOPING
<p>Standards Basis: 1A, 1C, 1E, 1F, 2C, 3A, 3B, 3C</p> <p>Potential Sources of Evidence: Conferences and conversations with the teacher; formal observations and walkthroughs; student growth processes; analysis of student data</p>	<ul style="list-style-type: none"> <li>Displays extensive content knowledge of all the subjects she or he teaches and closely related subjects.</li> <li>Integrates learning objectives with other disciplines, content areas and real-world experience.</li> <li>Consistently anticipates possible student misunderstandings and proactively develops teaching techniques to mitigate concerns.</li> <li>Consistently provides opportunities for students to use different types of thinking (e.g., analytical, practical, creative and research-based).</li> <li>Sequences instruction that allows students to understand how the lesson fits within the structure of the discipline, the state standards, related content and within real-world scenarios.</li> </ul>	<ul style="list-style-type: none"> <li>Conveys a depth of content knowledge that allows for differentiated explanations.</li> <li>Integrates learning objectives with other disciplines and real-world experiences.</li> <li>Anticipates possible student misunderstandings and proactively develops teaching techniques to mitigate concerns.</li> <li>Regularly provides opportunities for students to use different types of thinking (e.g., analytical, practical, creative and research-based).</li> <li>Sequences instruction that allows students to understand how the lesson fits within the structure of the discipline and the state standards.</li> </ul>	<ul style="list-style-type: none"> <li>Conveys accurate content knowledge in multiple contexts.</li> <li>Integrates learning objectives with other disciplines.</li> <li>Anticipates possible student misunderstandings.</li> <li>Provides opportunities for students to use different types of thinking (e.g., analytical, practical, creative and research-based).</li> <li>Accurately reflects how the lesson fits within the structure of the discipline and the state standards.</li> </ul>	<ul style="list-style-type: none"> <li>Conveys accurate content knowledge.</li> <li>Sometimes integrates learning objectives with other disciplines.</li> <li>Sometimes anticipates possible student misunderstandings.</li> <li>Sometimes provides opportunities for students to use different types of thinking (e.g., analytical, practical, creative and research-based).</li> </ul>
				<ul style="list-style-type: none"> <li>Conveys inaccurate content knowledge that leads to student confusion.</li> <li>Rarely integrates learning objectives with other disciplines.</li> <li>Does not anticipate possible student misunderstandings.</li> <li>Provides few opportunities for students to use different types of thinking (e.g., analytical, practical, creative and research-based).</li> </ul>
STUDENT-CENTERED ACTIONS			TEACHER-CENTERED ACTIONS	

INSTRUCTION Communication (Dimension 2.3)				
	DISTINGUISHED	ACCOMPLISHED	PROFICIENT	DEVELOPING
Dimension 2.3 Communication: The teacher clearly and accurately communicates to support persistence, deeper learning and effective effort.	<ul style="list-style-type: none"><li>Establishes classroom practices that encourage students to communicate safely and effectively using a variety of tools and methods with the teacher and their peers.</li><li>Uses possible student misunderstandings at strategic points in lessons to highlight misconceptions and inspire exploration and discovery.</li><li>Provides explanations that are clear and coherent and uses verbal and written communication that is clear and correct.</li><li>Asks questions at the creative, evaluative and/or analysis levels that require a deeper learning and broader understanding of the objective of the lesson.</li><li>Skillfully balances wait time, questioning techniques and integration of student responses to support student-directed learning.</li><li>Skillfully provokes and guides discussion to pique curiosity and inspire student-led learning of meaningful and challenging content.</li></ul>	<ul style="list-style-type: none"><li>Establishes classroom practices that encourage all students to communicate effectively, including the use of visual tools and technology, with the teacher and their peers.</li><li>Anticipates possible student misunderstandings and proactively develops techniques to address obstacles to learning.</li><li>Provides explanations that are clear and coherent and uses verbal and written communication that is clear and correct.</li><li>Asks questions at the creative, evaluative and/or analysis levels that focus on the objective of the lesson and provoke thought and discussion.</li><li>Skillfully uses probing questions to clarify, elaborate and extend learning.</li><li>Provides wait time when questioning students.</li></ul>	<ul style="list-style-type: none"><li>Establishes classroom practices that provide opportunities for most students to communicate effectively with the teacher and their peers.</li><li>Recognizes student misunderstandings and responds with an array of teaching techniques to clarify concepts.</li><li>Provides explanations that are clear and uses verbal and written communication that is clear and correct.</li><li>Asks remember, understand and apply level questions that focus on the objective of the lesson and provoke discussion.</li><li>Uses probing questions to clarify and elaborate learning.</li></ul>	<ul style="list-style-type: none"><li>Leads lessons with some opportunity for dialogue, clarification or elaboration.</li><li>Recognizes student misunderstandings but has a limited ability to respond.</li><li>Uses verbal and written communication that is generally clear with minor errors of grammar.</li><li>Asks remember and understand level questions that focus on the objective of the lesson but do little to amplify discussion.</li></ul>
Standards Basis: 1D, 1E, 2A, 3A, 4D				
Potential Sources of Evidence: Conferences and conversations with the teacher; formal observations and walkthroughs; student growth processes; analysis of student data				
				IMPROVEMENT NEEDED
				<ul style="list-style-type: none"><li>Directs lessons with little opportunity for dialogue, clarification or elaboration.</li><li>Is sometimes unaware of or unresponsive to student misunderstandings.</li><li>Uses verbal communication that is characterized by inaccurate grammar; written communication that has inaccurate spelling, grammar, punctuation or structure.</li><li>Rarely asks questions, or asks questions that do not amplify discussion or align to the objective of the lesson.</li></ul>
	STUDENT-CENTERED ACTIONS			TEACHER-CENTERED ACTIONS

INSTRUCTION					
Differentiation (Dimension 2.4)					
Dimension 2.4 Differentiation: The teacher differentiates instruction, aligning methods and techniques to diverse student needs.	DISTINGUISHED	ACCOMPLISHED	PROFICIENT	DEVELOPING	IMPROVEMENT NEEDED
Standards Basis: 1C, 1F, 2A, 2B, 2C, 3C, 4A, 5A, 5C, 5D	• Adapts lessons with a wide variety of instructional strategies to address individual needs of all students.  • Consistently monitors the quality of student participation and performance.  • Always provides differentiated instructional methods and content to ensure students have the opportunity to master what is being taught.	• Adapts lessons to address individual needs of all students.  • Regularly monitors the quality of student participation and performance.  • Regularly provides differentiated instructional methods and content to ensure students have the opportunity to master what is being taught.  • Proactively minimizes student confusion or disengagement by addressing learning and/or social/emotional needs of all students.	• Adapts lessons to address individual needs of all students.  • Regularly monitors the quality of student participation and performance.  • Provides differentiated instructional methods and content to ensure students have the opportunity to master what is being taught.  • Recognizes when students become confused or disengaged and responds to student learning or social/emotional needs.	• Adapts lessons to address some student needs.  • Sometimes monitors the quality of student participation and performance.  • Sometimes provides differentiated instructional methods and content.  • Sometimes recognizes when students become confused or disengaged and minimally responds to student learning or social/emotional needs.	• Provides one-size-fits-all lessons without meaningful differentiation.  • Rarely monitors the quality of student participation and performance.  • Rarely provides differentiated instructional methods and content.  • Does not recognize when students become confused or disengaged, or does not respond appropriately to student learning or social/emotional needs.
Potential Sources of Evidence: Conferences and conversations with the teacher; formal observations and walkthroughs; classroom artifacts; student growth processes; analysis of student data					
STUDENT-CENTERED ACTIONS					TEACHER-CENTERED ACTIONS



INSTRUCTION Monitor and Adjust (Dimension 2.5)					
	DISTINGUISHED	ACCOMPLISHED	PROFICIENT	DEVELOPING	IMPROVEMENT NEEDED
<b>Dimension 2.5</b> <b>Monitor and Adjust:</b> The teacher formally and informally collects, analyzes and uses student progress data and makes needed lesson adjustments.	<ul style="list-style-type: none"><li>Systematically gathers input from students in order to monitor and adjust instruction, activities or pacing to respond to differences in student needs.</li><li>Adjusts instruction and activities to maintain student engagement.</li><li>Uses discreet and explicit checks for understanding through questioning and academic feedback.</li></ul>	<ul style="list-style-type: none"><li>Utilizes input from students in order to monitor and adjust instruction, activities and pacing to respond to differences in student needs.</li><li>Adjusts instruction and activities to maintain student engagement.</li><li>Continually checks for understanding through purposeful questioning and academic feedback.</li></ul>	<ul style="list-style-type: none"><li>Consistently invites input from students in order to monitor and adjust instruction and activities.</li><li>Adjusts instruction and activities to maintain student engagement.</li><li>Monitors student behavior and responses for engagement and understanding.</li></ul>	<ul style="list-style-type: none"><li>Sometimes utilizes input from students in order to monitor and adjust instruction and activities.</li><li>Adjusts some instruction within a limited range.</li><li>Sees student behavior but misses some signs of disengagement.</li><li>Is aware of most student responses but misses some clues of misunderstanding.</li></ul>	<ul style="list-style-type: none"><li>Rarely utilizes input from students in order to monitor and adjust instruction and activities.</li><li>Persists with instruction or activities that do not engage students.</li><li>Generally does not link student behavior and responses with student engagement and understanding.</li><li>Makes no attempts to engage students who appear disengaged or disinterested.</li></ul>
<b>Standards Basis:</b> 1D, 1F, 2B, 2C, 3B, 4D, 5C, 5D					
<b>Potential Sources of Evidence:</b> Conferences and conversations with the teacher; formal observations and walkthroughs; classroom artifacts; student growth processes; analysis of student data					
STUDENT-CENTERED ACTIONS			TEACHER-CENTERED ACTIONS		





LEARNING ENVIRONMENT Classroom Environment, Routines and Procedures (Dimension 3.1)					
	DISTINGUISHED	ACCOMPLISHED	PROFICIENT	DEVELOPING	IMPROVEMENT NEEDED
Dimension 3.1 Classroom Environment, Routines and Procedures: The teacher organizes a safe, accessible and efficient classroom.	<ul style="list-style-type: none"><li>Establishes and uses effective routines, transitions and procedures that primarily rely on student leadership and responsibility.</li><li>Students take primary leadership and responsibility for managing student groups, supplies, and/or equipment.</li><li>The classroom is safe and thoughtfully designed to engage, challenge and inspire students to participate in high-level learning beyond the learning objectives.</li></ul>	<ul style="list-style-type: none"><li>Establishes and uses effective routines, transitions and procedures that she or he implements effortlessly.</li><li>Students take some responsibility for managing student groups, supplies and/or equipment.</li><li>The classroom is safe, inviting and organized to support learning objectives and is accessible to all students.</li></ul>	<ul style="list-style-type: none"><li>All procedures, routines and transitions are clear and efficient.</li><li>Students actively participate in groups, manage supplies and equipment with very limited teacher direction.</li><li>The classroom is safe and organized to support learning objectives and is accessible to most students.</li></ul>	<ul style="list-style-type: none"><li>Most procedures, routines and transitions provide clear direction but others are unclear and inefficient.</li><li>Students depend on the teacher to direct them in managing student groups, supplies and/or equipment.</li><li>The classroom is safe and accessible to most students, but is disorganized and cluttered.</li></ul>	<ul style="list-style-type: none"><li>Few procedures and routines guide student behavior and maximize learning. Transitions are characterized by confusion and inefficiency.</li><li>Students often do not understand what is expected of them.</li><li>The classroom is unsafe, disorganized and uncomfortable.</li><li>Some students are not able to access materials.</li></ul>
Standards Basis: 1D, 4A, 4B, 4C, 4D					
Potential Sources of Evidence: Conferences and conversations with the teacher; formal observations and walkthroughs; classroom artifacts; analysis of student data					
STUDENT-CENTERED ACTIONS					TEACHER-CENTERED ACTIONS

LEARNING ENVIRONMENT					
Managing Student Behavior (Dimension 3.2)					
Dimension 3.2 Managing Student Behavior: The teacher establishes, communicates and maintains clear expectations for student behavior.  <b>Standards Basis:</b> 4A, 4B, 4C, 4D  <b>Potential Sources of Evidence:</b> Conferences and conversations with the teacher; formal observations and walkthroughs; classroom artifacts; analysis of student data	DISTINGUISHED	ACCOMPLISHED	PROFICIENT	DEVELOPING	IMPROVEMENT NEEDED
	<ul style="list-style-type: none"> <li>Consistently monitors behavior subtly, reinforces positive behaviors appropriately and intercepts misbehavior fluidly.</li> <li>Students and the teacher create, adopt and maintain classroom behavior standards.</li> </ul>	<ul style="list-style-type: none"> <li>Consistently encourages and monitors student behavior subtly and responds to misbehavior swiftly.</li> <li>Most students know, understand and respect classroom behavior standards.</li> </ul>	<ul style="list-style-type: none"> <li>Consistently implements the campus and/or classroom behavior system proficiently.</li> <li>Most students meet expected classroom behavior standards.</li> </ul>	<ul style="list-style-type: none"> <li>Inconsistently implements the campus and/or classroom behavior system.</li> <li>Student failure to meet expected classroom behavior standards interrupts learning.</li> </ul>	<ul style="list-style-type: none"> <li>Rarely or unfairly enforces campus or classroom behavior standards.</li> <li>Student behavior impedes learning in the classroom.</li> </ul>
STUDENT-CENTERED ACTIONS			TEACHER-CENTERED ACTIONS		

LEARNING ENVIRONMENT Classroom Culture (Dimension 3.3)					
Dimension 3.3 Classroom Culture: The teacher leads a mutually respectful and collaborative class of actively engaged learners.  Standards Basis: 1E, 1F, 3B, 4C, 4D, 5A, 5B, 5D  Potential Sources of Evidence: Conferences and conversations with the teacher; formal observations and walkthroughs; classroom artifacts; analysis of student data	DISTINGUISHED	ACCOMPLISHED	PROFICIENT	DEVELOPING	
	IMPROVEMENT NEEDED	TEACHER-CENTERED ACTIONS			
	<ul style="list-style-type: none"><li>Consistently engages all students with relevant, meaningful learning based on their interests and abilities to create a positive rapport amongst students.</li><li>Students collaborate positively and encourage each other's efforts and achievements.</li></ul>	<ul style="list-style-type: none"><li>Engages all students with relevant, meaningful learning, sometimes adjusting lessons based on student interests and abilities.</li><li>Students collaborate positively with each other and the teacher.</li></ul>	<ul style="list-style-type: none"><li>Engages all students in relevant, meaningful learning.</li><li>Students work respectfully individually and in groups.</li></ul>	<ul style="list-style-type: none"><li>Establishes a learning environment where most students are engaged in the curriculum.</li><li>Students are sometimes disrespectful of each other.</li></ul>	<ul style="list-style-type: none"><li>Establishes a learning environment where few students are engaged in the curriculum.</li><li>Students are disrespectful of each other and of the teacher.</li></ul>
	TEACHER-CENTERED ACTIONS				

PROFESSIONAL PRACTICES AND RESPONSIBILITIES Professional Demeanor and Ethics (Dimension 4.1)					
	DISTINGUISHED	ACCOMPLISHED	PROFICIENT	DEVELOPING	IMPROVEMENT NEEDED
<b>Dimension 4.1</b> <b>Professional Demeanor and Ethics:</b> The teacher meets district expectations for attendance, professional appearance, decorum, procedural, ethical, legal and statutory responsibilities.	<ul style="list-style-type: none"><li>Behaves in accordance with the Code of Ethics and Standard Practices for Texas Educators.</li><li>Models all professional standards (e.g., attendance, professional appearance and behaviors) across the campus and district for educators and students.</li><li>Advocates for the needs of all students in the classroom and campus.</li></ul>	<ul style="list-style-type: none"><li>Behaves in accordance with the Code of Ethics and Standard Practices for Texas Educators.</li><li>Models all professional standards (e.g., attendance, professional appearance and behaviors) within the classroom.</li><li>Advocates for the needs of all students in the classroom.</li></ul>	<ul style="list-style-type: none"><li>Behaves in accordance with the Code of Ethics and Standard Practices for Texas Educators.</li><li>Meets all professional standards (e.g., attendance, professional appearance and behaviors).</li><li>Advocates for the needs of students in the classroom.</li></ul>	<ul style="list-style-type: none"><li>Behaves in accordance with the Code of Ethics and Standard Practices for Texas Educators.</li><li>Meets most professional standards (e.g., attendance, professional appearance and behaviors).</li></ul>	<ul style="list-style-type: none"><li>Fails to meet the Code of Ethics and Standard Practices for Texas Educators.</li><li>Meets few professional standards (e.g., attendance, professional appearance and behaviors) or violates legal requirements.</li></ul>
<b>Standards Basis:</b> 6B, 6C, 6D					
<b>Potential Sources of Evidence:</b> Conferences and conversations with the teacher; formal observations and walkthroughs; classroom artifacts; analysis of student data; daily interaction with others					
STUDENT-CENTERED ACTIONS					TEACHER-CENTERED ACTIONS

PROFESSIONAL PRACTICES AND RESPONSIBILITIES Goal Setting (Dimension 4.2)				
Dimension 4.2 Goal Setting: The teacher reflects on his/her practice.  Standards Basis: SD, 6A, 6B  Potential Sources of Evidence: Goal-setting and professional development plan (GSPD); conferences and conversations with the teacher, including the end-of-year conference; analysis of student data	DISTINGUISHED	ACCOMPLISHED	PROFICIENT	DEVELOPING
	IMPROVEMENT NEEDED	TEACHER-CENTERED ACTIONS		
	<ul style="list-style-type: none"> <li>Consistently sets, modifies and meets short- and long-term professional goals based on self-assessment, reflection, peer and supervisor feedback, contemporary research and analysis of student learning.</li> <li>Implements substantial changes in practice resulting in significant improvement in student performance.</li> </ul>	<ul style="list-style-type: none"> <li>Sets some short- and long-term professional goals based on self-assessment, reflection, peer and supervisor feedback, contemporary research and analysis of student learning.</li> <li>Meets all professional goals resulting in improvement in practice and student performance.</li> </ul>	<ul style="list-style-type: none"> <li>Sets short- and long-term professional goals based on self-assessment, reflection and supervisor feedback.</li> <li>Meets all professional goals resulting in improvement in practice and student performance.</li> </ul>	<ul style="list-style-type: none"> <li>Sets short-term goals based on self-assessment.</li> <li>Meets most professional goals resulting in some visible changes in practice.</li> </ul>
				<ul style="list-style-type: none"> <li>Sets low or ambiguous goals unrelated to student needs or self-assessment.</li> <li>Meets few professional goals and persists in instructional practices that remain substantially unimproved over time.</li> </ul>
	STUDENT-CENTERED ACTIONS			TEACHER-CENTERED ACTIONS

PROFESSIONAL PRACTICES AND RESPONSIBILITIES Professional Development (Dimension 4.3)					
Dimension 4.3 <b>Professional Development:</b> The teacher enhances the professional community.  <b>Standards Basis:</b> 3A, 6A, 6B, 6C  <b>Potential Sources of Evidence:</b> Goal-setting and professional development plan (GSPD); conferences and conversations with the teacher, including the end-of-year conference; analysis of student data; daily interaction with others	STUDENT-CENTERED ACTIONS		TEACHER-CENTERED ACTIONS		
	DISTINGUISHED	ACCOMPLISHED	PROFICIENT	DEVELOPING	IMPROVEMENT NEEDED
	<ul style="list-style-type: none"> <li>Leads colleagues collaboratively in and beyond the school to identify professional development needs through detailed data analysis and self-reflection.</li> <li>Seeks resources and collaboratively fosters faculty knowledge and skills. Develops and fulfills the school and district improvement plans through professional learning communities, grade- or subject-level team leadership, committee leadership or other opportunities beyond the campus.</li> </ul>	<ul style="list-style-type: none"> <li>Leads colleagues collaboratively on campus to identify professional development needs through self-reflection.</li> <li>Fosters faculty knowledge and skills in support of the school improvement plan through professional learning communities, grade- or subject-level team leadership, committee membership or other opportunities beyond the campus.</li> </ul>	<ul style="list-style-type: none"> <li>Collaboratively practices in all scheduled professional development activities, campus professional learning communities, grade- or subject-level team membership, committee membership or other opportunities.</li> </ul>	<ul style="list-style-type: none"> <li>Engages in most scheduled professional development activities, professional learning communities, committee, grade- or subject-level team meetings as directed.</li> </ul>	<ul style="list-style-type: none"> <li>Engages in few professional development activities, professional learning communities or committees to improve professional practice.</li> </ul>



**PROFESSIONAL PRACTICES AND RESPONSIBILITIES**  
**School Community Involvement (Dimension 4.4)**

Dimension 4.4 School Community Involvement: The teacher demonstrates leadership with students, colleagues, and community members in the school, district and community through effective communication and outreach.	DISTINGUISHED	ACCOMPLISHED	PROFICIENT	DEVELOPING	IMPROVEMENT NEEDED
<p><b>Potential Sources of Evidence:</b></p> <p>Conferences and conversations with the teacher, including the end-of-year conference; classroom artifacts; student data; daily interaction with others</p> <p><b>Standards Basis:</b> 2A, 2B, 4A, 4D, 5B, 6B, 6C, 6D</p>	<ul style="list-style-type: none"> <li>Systematically contacts parents/guardians regarding students' academic and social/emotional growth through various methods.</li> <li>Initiates collaborative efforts that enhance student learning and growth.</li> <li>Leads students, colleagues, families and community members toward reaching the mission, vision and goals of the school.</li> </ul>	<ul style="list-style-type: none"> <li>Systematically contacts parents/guardians regarding students' academic and social/emotional growth through various methods.</li> <li>Joins colleagues in collaborative efforts that enhance student learning and welfare.</li> <li>Clearly communicates the mission, vision and goals of the school to students, colleagues, parents and family members.</li> </ul>	<ul style="list-style-type: none"> <li>Contacts parents/guardians regularly regarding students' academic and social/emotional growth.</li> <li>Actively participates in all school outreach activities</li> <li>Communicates the mission, vision and goals of the school to students, colleagues, parents and families.</li> </ul>	<ul style="list-style-type: none"> <li>Contacts parents/guardians in accordance with campus policy.</li> <li>Attends most required school outreach activities.</li> <li>Communicates school goals to students, parents and families.</li> </ul>	<ul style="list-style-type: none"> <li>Contacts parents generally about disciplinary matters.</li> <li>Attends few required school outreach activities.</li> </ul>

STUDENT-CENTERED ACTIONS

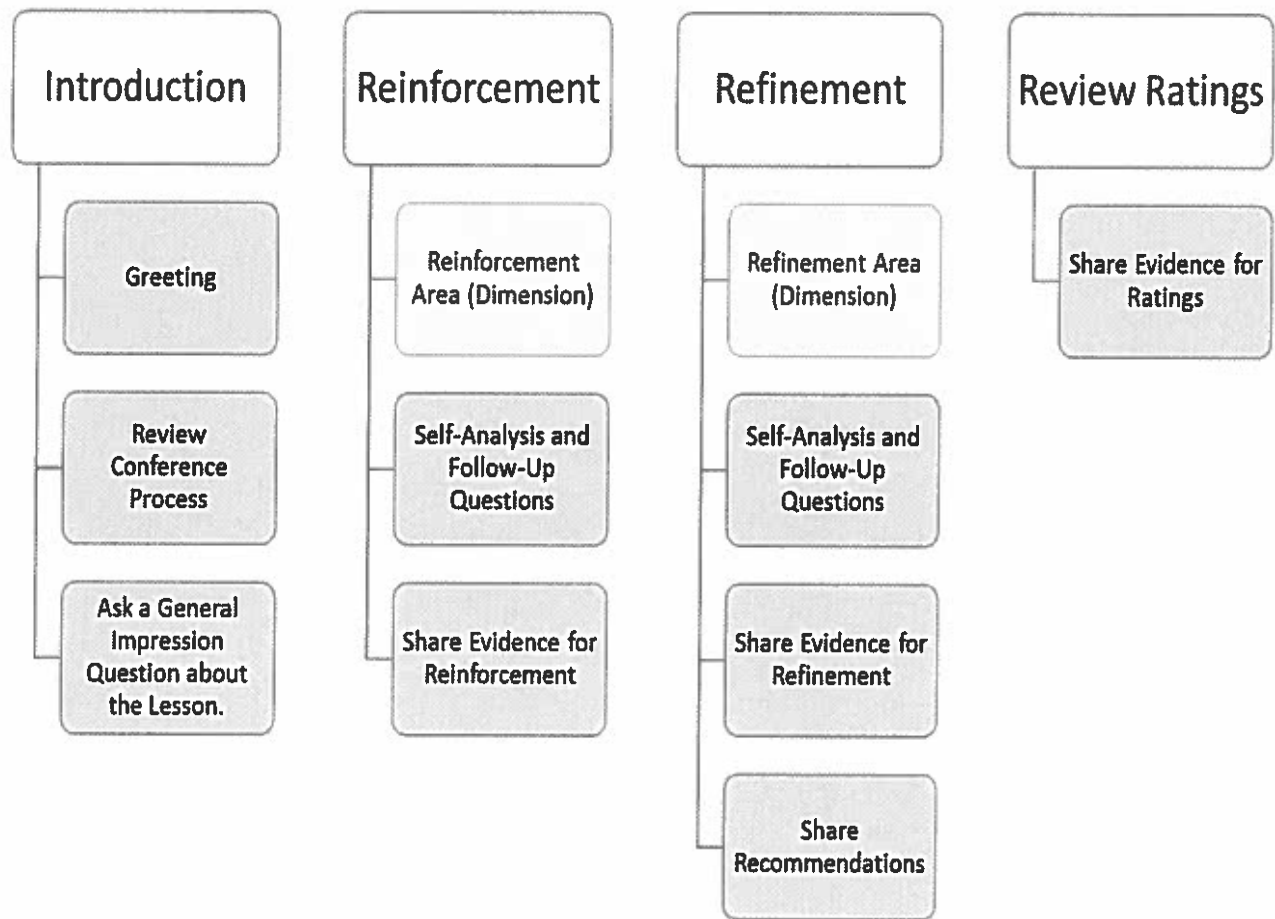
TEACHER-CENTERED ACTIONS

RUBRIC WORD BANK (with examples of qualifiers that are interchangeably used)					
DIMENSION EXAMPLE:	DISTINGUISHED	ACCOMPLISHED	PROFICIENT	DEVELOPING	IMPROVEMENT NEEDED
LEARNING ENVIRONMENT: CLASSROOM CULTURE	ALL	ALL	ALL	MOST	FEW
LEARNING ENVIRONMENT: MANAGING STUDENT BEHAVIOR	CONSISTENTLY	CONSISTENTLY	CONSISTENTLY	INCONSISTENTLY	RARELY
INSTRUCTION: ACHIEVING EXPECTATIONS	ALL	MOST	MOST	SOME	FEW
INSTRUCTION: CONTENT KNOWLEDGE AND EXPERTISE	CONSISTENTLY	REGULARLY	DOES (ACTION)	SOMETIMES	FEW
INSTRUCTION: DIFFERENTIATION	ALWAYS	REGULARLY	DOES (ACTION)	SOMETIMES	DOES NOT (ACTION)
	MOVES TO STUDENT-CENTERED ACTIONS	MOVES TO STUDENT-CENTERED ACTIONS	FOCUSES ON MOSTLY TEACHER- CENTERED ACTIONS	FOCUSES ON TEACHER- CENTERED ACTIONS	FOCUSES ON TEACHER- CENTERED ACTIONS



### **Teacher Handout #3**

#### **Four Key Elements of the Instructional Post-Conference**



# TEXTBOOK LIST



COLLEGE OF EDUCATION & HUMAN DEVELOPMENT  
**LAMAR UNIVERSITY**

**Educational Leadership  
Book List**

Bambrick-Santoyo, Paul. *Driven by Data: A Practical Guide to Improved Instruction*. San Francisco: John Wiley & Sons, 2010. **\$24.00**

Bambrick-Santoyo, Paul. *Get Better Faster: A 90-Day Plan for Coaching New Teachers*. San Francisco: John Wiley & Sons, 2016. **\$21.27**

Bambrick-Santoyo, Paul. *Leverage Leadership: A Practical Guide to Building Exceptional Schools*. John Wiley & Sons, 2012. **\$19.66**

Desravines, Jean, Jaime Aquino, and Benjamin Fenton. *Breakthrough Principals: A Step-by-Step Guide to Building Stronger Schools*. Jossey-Bass, 2016. **\$19.24**

Lemov, Doug. *Teach Like a Champion 2.0: 62 Techniques that Put Students on the Path to College*. Jossey-Bass, 2015 **\$19.70**

Love, Nancy B., Katherine E. Stiles, Susan E. Mundry, and Kathryn DiRanna, editors. *The Data Coach's Guide to Improving Learning for All Students: Unleashing the Power of Collaborative Inquiry*. Corwin Press, 2008. **\$39.51**

Marshall, Kim. *Rethinking Teacher Supervision and Evaluation: How to Work Smart, Build Collaboration, and Close the Achievement Gap*. 2nd ed. Jossey-Bass. 2013. **\$18.27**

Patterson, Kerry, Joseph Grenny, Ron McMillan, and Al Switzler. *Crucial Conversations: Tools for Talking When Stakes Are High*. 2nd ed. McGraw-Hill Education. 2012. **\$10.34**

Stone, Douglas, Bruce Patton, and Sheila Heen. *Difficult Conversations: How to Discuss What Matters Most*. 10th anniversary ed. Penguin Books, 2010. **\$13.60**

Villegas, Ana María, and Tamara Lucas. *Educating Culturally Responsive Teachers: A Coherent Approach*. State University of New York Press. 2002. **\$33.95**

Deweck, Carol. *Mindset: The New Psychology of Success*. Ballantine Books; Reprint, Updated edition. 2007. **\$10.20**

Ubben, G., Hughes, L., Norris, C. (2016). *The Principal: Creative Leadership for Excellence in Schools*. Boston: Pearson. (8th edition) Ebook **\$16.00**

Walsh, Jim; Kemerer, Frank; Maniotis, Laurie. (2014). *The Educator's Guide to Texas School Law* (Eighth ed.). Austin, Texas: University of Texas Press. **\$20.00**

Martin, G. E., Danzig, A. B., Wright, W. F., Flanary, R. A., & Orr, M. T. (2017). School leader internship: Developing, monitoring, and evaluating your leadership experience, (4th Ed.). New York, NY: Routledge. **Cost \$34.36**

**Total: \$300.00**

# **INSTRUCTIONAL COACHING PROTOCOLS**



## COLLEGE OF EDUCATION & HUMAN DEVELOPMENT

# LAMAR UNIVERSITY

### Coaching Plan for Onsite Visits

#### Observation 1

- Introducing coaching tools
- Model Pre and Post conferencing protocols
- Watch a lesson and use Classroom Observation tool, TTESS rubric
- Score the lesson and plan a post conference
- Look at calibration of scores between candidate and coach/field supervisor and provide feedback on scoring and post conference plan
- Candidate will reflect on process
- Coach/Field Supervisor will complete the Record of Coaching Conversation outlining next steps and follow-up
- Coach/Field Supervisor sends feedback to campus site supervisor regarding candidate's progress

#### Observation 2:

- Conduct pre-conference with teacher and Coach/Field Supervisor will provide feedback
- Observe a classroom with candidate and Coach/Field Supervisor using the classroom observation tool
- Look at calibration of scores between candidate and Coach/Field Supervisor and provide feedback on scoring and post conference plan
- Candidate will create a post conference plan and role play with coach
- Candidate Conducts the actual post conference
- Coach will complete the Record of Coaching Conversation outlining next steps and follow-up
- Candidate will reflect on process
- Coach sends feedback to campus site supervisor regarding candidate's progress

#### Observation 3

- Conduct pre-conference with teacher and Coach/Field Supervisor will provide feedback

- Observe a classroom with candidate and Coach/Field Supervisor using the classroom observation tool
- Look at calibration of scores between candidate and Coach/Field Supervisor and provide feedback on scoring and post conference plan
- Candidate will create a post conference plan and role play with coach
- Candidate Conducts the actual post conference
- Coach will complete the Record of Coaching Conversation outlining next steps and follow-up
- Candidate will reflect on process
- Coach sends feedback to campus site supervisor regarding candidate's progress
- Coach/Field Supervisor completes the final Lamar instruction coaching rubric

<b>Novice</b>	The candidate has minimal knowledge of the TTESS Rubric, best practices for instruction, and available resources.
<b>Emerging</b>	The candidate has begun to be able to recommend appropriate instructional strategies and makes minimal connections to the TTESS Rubric.
<b>Developing</b>	The candidate consistently connects teacher actions to the TTESS Rubric and recommending appropriate best practices to impact teacher growth.
<b>Proficient</b>	The candidate connects teacher and student actions to the TTESS Rubric and provides strategies to impact teacher and student growth.
<b>Accomplished</b>	All items in the proficient column plus the candidate is able to model best practices, coach, and provide follow up for the teacher observed.

1. Knowledge Base Candidate understands and applies a set of core coaching knowledge components.		Novice	Emerging	Developing	Proficient	Accomplished	Evidence
Element							
a.	Candidate articulates a knowledge of quality instruction, classroom management, and best instructional practices.	00	00	00	00	00	
b.	Candidate prepare the teacher conference(s) and ask appropriate questions that facilitate the teacher's reflection of the lesson observed.	00	00	00	00	00	
c.	Candidate demonstrates understanding of adult learning theory and applies it in analyzing coaching situations and working with classroom teachers.	00	00	00	00	00	
d.	Candidate demonstrates understanding of TTESS Rubric and collects appropriate evidence for each indicator.	00	00	00	00	00	
e.	Candidate demonstrates understanding of systems thinking and applies it in analyzing coaching situations, data, and working with teachers.	00	00	00	00	00	
f.	Candidate demonstrates understanding of emotional intelligence theory and applies it in analyzing coaching situations and working with teachers.	00	00	00	00	00	
g.	Candidate demonstrates understanding of change management theory and applies it in analyzing coaching situations and working with teachers.	00	00	00	00	00	



<b>2. Relationships</b> Candidate develops and maintains relationships based on trust and respect and demonstrates cultural competency in order to advance the work.		<b>Evidence</b>				
<b>Element</b>		<b>Novice</b>	<b>Emerging</b>	<b>Developing</b>	<b>Proficient</b>	<b>Accomplished</b>
a. Candidate engages the teacher in a coaching relationship and monitors engagement throughout the work.		00 00 00 00 00				
b. Candidate builds trust with the teacher and sustains it over time; candidate maintains confidentiality at all times.		00 00 00 00 00				
c. Candidate demonstrates cultural competence and the ability to effectively coach across race, ethnicity, gender, class, sexual orientation, age, and language background.		00 00 00 00 00				
d. Candidate demonstrates empathy and compassion.		00 00 00 00 00				

# Lamar University EDLD Instructional Coaching Rubric

3. Strategic Design Candidate develops strategic work plans based on data and a variety of assessments. Candidate is continuously guided by the work plan, makes adjustments as necessary, and monitors progress along the way.	Element	Evidence			
		Novice	Emerging	Developing	Proficient
a. Candidate gathers a variety of data and engages the teacher in assessing data in order to co-construct a work plan.		00 00 00 00 00			
b. Work plan aligns to school or district vision and larger context.		00 00 00 00 00			
c. SMARTE goals drive the work with the teacher; candidate regularly gathers data to demonstrate progress towards goals and engages the teacher in this reflection.		00 00 00 00 00			
d. Candidate develops a theory of action for coaching the teacher and applies theory in conversations and actions.		00 00 00 00 00			
e. Candidate breaks down the learning into chunks and identifies high-leverage instructional strategies; a plan for gradual release of responsibility is articulated.		00 00 00 00 00			

## Lamar University EDLD Instructional Coaching Rubric

4. The Coaching Conversation Candidate demonstrates a wide range of listening and questioning skills. Candidate is able to effectively move conversations toward meeting the conference's goals.	Evidence				
	Novice	Emerging	Developing	Proficient	Accomplished
<b>Element</b>					
a. Candidate plans and structures coaching conversations to ensure alignment with the teacher goals/needs and enhances the teacher's skills to help meet his/her TTESS goals.	00 00 00 00 00				
b. Candidate uses a variety of questioning strategies with the teacher.	00 00 00 00 00				
c. Candidate listens for high-leverage entry points that could deepen the conversation and uses them.	00 00 00 00 00				
d. Candidate effectively uses a range of conversational coaching approaches in order to facilitate the teacher discovering new possibilities for action to meet his/her goals.	00 00 00 00 00				
e. Candidate listens with empathy and uses nonjudgmental language in coaching conversations.	00 00 00 00 00				
f. Candidate listens without attachment to outcome.	00 00 00 00 00				
g. Candidate shows up as a calm, grounded presence.	00 00 00 00 00				

## Lamar University EDLD Instructional Coaching Rubric

5. Strategic Actions		Evidence				
Candidate implements high-leverage strategic actions that support the teacher in reaching TTESS goals and uses a Gradual Release of Responsibility Model to develop a teacher's professional skill level.						
Element	Novice	Emerging	Developing	Proficient	Accomplished	
a. Candidate observes the teacher in various contexts, gathers data, and offers feedback based on the TTESS rubric and goal setting.	00 00 00 00 00					
b. Candidate guides the teacher to develop reflective capacities when receiving feedback.	00 00 00 00 00					
c. Candidate engages the teacher in analyzing data (observations, student work, student answers, test scores, and so on) and responding to data.	00 00 00 00 00					
d. Candidate demonstrates best practices in multiple settings (observing a lesson, facilitating a meeting, providing professional development, giving difficult feedback, and so on) and engages teacher in reflecting on the demonstration.	00 00 00 00 00					
e. Candidate engages the teacher in other coaching activities (role playing, visualizing, gathering data, using video, and so on) that move the teacher toward his/her TTESS goals.	00 00 00 00 00					
f. Candidate works within a Gradual Release Model to enable the teacher to meet his/her TTESS goals.	00 00 00 00 00					
g. Candidate supports the teacher to identify needs, access resources, and build relationships that can help meet those needs.	00 00 00 00 00					

# Lamar University EDLD Instructional Coaching Rubric

6. Candidate as Learner		Evidence				
Element		Novice	Emerging	Developing	Proficient	Accomplished
a. Candidate solicits feedback from the Field Supervisor and takes action based on feedback.		00 00 00 00 00				
b. Candidate gathers a variety of data (notes, audio recordings, video, and so on) and utilizes a variety of strategies to reflect on coaching practice. Reflection leads to development of coaching practice.		00 00 00 00 00				
c. Candidate seeks out professional learning opportunities and consultations with other leaders to develop coaching practice; also stays informed of current research on best practices.		00 00 00 00 00				
d. Candidate collaborates effectively with colleagues by supporting their professional growth.		00 00 00 00 00				
e. Candidate demonstrates awareness of his or her own emotional intelligence and works to develop emotional resiliency.		00 00 00 00 00				
f. Candidate demonstrates instructional leadership skills and an awareness of how he or she is perceived by others.		00 00 00 00 00				
g. Candidate attends to his or her own professional growth.		00 00 00 00 00				

# EVALUATION PROCESS AND METRICS

## T-TESS Calibration Protocol

**Campus:**

**Date:**

**Teacher:**

*Note: It is recommended that appraiser teams conduct ongoing calibrations throughout the year.*

Domain/Dimension	Session 1 Candidate	Session 1 Field Supervisor	Session 2 Candidate	Session 2 Field Supervisor	Session 3 Candidate	Session 3 Field Supervisor
<b>Planning</b>						
Standards & Alignment						
Data & Assessments						
Knowledge of Students						
Activities						
<b>Instruction</b>						
Achieving Expectations						
Content Knowledge & Expertise						

<b>Domain/Dimension</b>	<b>Session 1 Candidate</b>	<b>Session 1 Field Supervisor</b>	<b>Session 2 Candidate</b>	<b>Session 2 Field Supervisor</b>	<b>Session 3 Candidate</b>	<b>Session 3 Field Supervisor</b>
Communication						
Differentiation						
Monitor & Adjust						
<b>Learning Environment</b>						
Classroom Environment Routines & Procedures						
Managing Student Behavior						
Classroom Culture						
<b>Reinforcements and Refinements</b>						
<b>Reinforcement Area (Dimension)</b>						
<b>Refinement Area (Dimension)</b>						



<b>Time</b> <i>Recorded every 5 minutes</i>	<b>Teacher words and actions</b>	<b>Student words and actions</b>

[www.elenaaguilar.com](http://www.elenaaguilar.com)



## T-TESS Post Conference Plan

<b>Reinforcement Plan Form</b>
<b>Reinforcement Area (Dimension):</b>
<b>Self-Analysis Question:</b>
<b>Evidence:</b>

<b>Refinement Plan Form</b>
<b>Refinement Area (Dimension):</b>
<b>Self-Analysis Question:</b>
<b>Evidence:</b>

# PRE-CONFERENCE INTERVIEW PROTOCOL

AIMS/TIGER

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Teacher		<i>Educator completes this form for the evaluator, to use during the pre-conference prior to an announced observation. <u>Required for Stage I teachers. Optional for Stage II and III.</u></i>
School		
Grade Level(s)		
Subject(s)		
Evaluator		
Date		

Questions	Link Responses to Indicators
1. What is the purpose of this lesson? What are the learning outcomes for the class? What do you want the students to understand and be able to do?	
2. Which standards will you teach, and which part of your curriculum will be used to teach them?	
3. How does your plan fit into a sequence of learning for this class? What has happened to lead up to this lesson? What will follow?	
4. How will you engage the students in learning? What will you do? What will the students do? (Attach artifacts such as lesson plans, graphic organizers, visuals, materials students will use, assessments)	
5. How have you planned for text-dependent questioning, thinking, problem-solving, and utilizing core practices in your subject area?	
6. Briefly describe the students in this class, including those with intervention needs? What data do you use for understanding your students/ needs? How will you group and differentiate?	
7. How will you know that you have achieved the purpose of this class? What aspects of the lesson may be challenging? How would you adjust, if needed?	
8. Which indicators would you like me to focus on? What additional information about the class would you like to share?	

**Note.** Some content adapted from Danielson (2008) *Electronic Forms and Rubrics for Enhancing Professional Practice: A Framework for Teaching*

## **T-TESS Appraiser Sample Conferencing Questions**

### **1.1 Standards and Alignment**

- *How are the goals for learning aligned to state content standards?*
- *How will technology be integrated into the lesson to support mastery of the lesson's goals?*
- *How do you plan for activities, materials, and assessments that are sequenced and relevant to students?*
- *How do you decide on the segmenting of a lesson in order to provide appropriate time for student work, the lesson, and lesson closure?*
- *How do you decide on activities, materials, and assessments that are appropriate for diverse learners?*
- *How are "lesson structure and pacing" addressed in this lesson?*
- *How does the sequence of the lesson address scaffolded learning and complex concepts as it progresses?*
- *In what ways are other disciplines integrated and supported?*
- *How do you ensure that your lessons are aligned horizontally with the team? Vertically?*

### **1.2 Data and Assessment**

- *Which assessment data was examined to inform planning for this lesson?*
- *What are some ways you communicate your classroom and school goals to stakeholders?*
- *What does pre-assessment data indicate about student learning needs?*
- *What formal and informal techniques do you use to collect evidence of students' knowledge and skills?*
- *How will your assessment data help you identify student strengths and areas of improvement?*
- *In what ways do you provide specific and timely feedback to students? Families? Other school personnel?*
- *How is data provided to students to help them identify their own learning needs and track progress?*
- *How do you compare student results to your own teaching strategies to determine what works for specific students? When are you most successful? When do students struggle? Why? How does this help you plan for future lessons?*
- *What processes do you use to collect and analyze data over time?*

### **1.3 Knowledge of Students**

- *How will this lesson demonstrate your familiarity with students' prior knowledge, life experiences, and interests?*
- *How will the instructional strategies provide opportunities to address all students' learning needs?*
- *How will developmental gaps be addressed?*
- *How do you assess students' learning styles and needs?*
- *When students have individualized learning plans, how are their needs included in planning for lessons?*
- *How are students with similar needs grouped and supported during the planning and instruction phases?*
- *When students are struggling, how do you determine the cause and address their needs?*

- How are students' backgrounds, language and/or cultural differences used to plan for instruction?
- How are students' social-emotional needs incorporated into planning for lessons?

#### **1.4 Activities**

- Why is it important for teachers to ask higher order questions during a lesson?
- How do you plan for questions and opportunities for students to engage in higher order thinking and problem-solving?
- How do you decide on the instructional grouping of students before/during a lesson?
- How do you hold groups and individuals accountable for work completed within a group?
- How do you decide on the roles and responsibilities individuals will have when working in groups?
- In what ways do the activities, resources, technology, and instructional materials align to the instructional goals?
- How are activities varied to address different ability levels and learning needs?
- What opportunities do you provide for students to set individual goals and hold each other accountable for meeting those goals? How does goal setting happen within instructional groups?
- How do you ensure that the activities planned are engaging and keep students focused and motivated to learn? How do they engage students in ownership of their own learning?

#### **2.1 Achieving Expectations**

- Why is it important to have academic expectations for students that are high and demanding?
- How will you obtain evidence that most students have demonstrated mastery of the objective?
- How will students take initiative for their own learning and self-monitor their progress?
- What are some examples of high expectations with this unit of study/lesson/activity?
- What opportunities do you provide for students to set high social-emotional expectations for themselves?
- How are students expected to persist with instruction to demonstrate progress towards mastery of learning? What types of strategies do you use to keep them motivated and focused?
- How do you anticipate student mistakes and/or misunderstandings? What types of common learning pitfall do you generally see with this lesson/unit?
- When you know students will struggle with what is presented, what do you do?
- In what ways are students expected to take initiative for their own learning? What role do you play in this?

#### **2.2 Content Knowledge and Expertise**

- How do you develop or select instructional strategies to teach specific skills?
- How do you decide on ways in which you will connect the content to other disciplines and real-world experiences?
- How will you sequence the instruction so that students understand how the lesson fits within the discipline and real-world scenarios?
- How do you plan for opportunities for students to engage in different types of thinking?
- What are some examples related to how you model thinking for students?
- What do you believe are the key concepts with this unit of study/lesson?
- How do you know when to provide differentiated explanations for students?

- What content, if any, do you anticipate will present challenges for students? What cues will tell you that they do not understand what is presented? What might you do to prepare for these misunderstandings up front? What techniques do you/might you use to mitigate those concerns?
- How is instruction sequenced to allow students to see the connections within and across disciplines?
- What are some examples of how you continuously refine your knowledge and expertise?
- How do you stay current in the field?

### **2.3 Communication**

- How will the goals for learning be communicated to students?
- How will you provide opportunities for students to elaborate and extend their learning?
- How do you provide for wait time when questioning during a lesson?
- Why is it important for teachers to ask higher order questions that are aligned to the lesson's objective(s)?
- How do you communicate your expectations to students?
- How is student-to-student communication encouraged and established during instruction?
- How do you make decisions about the types of technology and/or visual tools to use during the lesson?
- How are technology and visual tools used to engage students and communicate learning?
- How do you know when your explanations or direct teach are clear and coherent? What strategies do you use to assess whether students understood what was explained? What happens when students do not understand?
- How are questions leveled to increase complex thinking during the lesson? In what ways do they promote deeper thinking and a broader understanding of the objective(s)?
- What are some strategies you use to provoke and guide discussions with students?
- How are students expected to communicate what they have learned?

### **2.4 Differentiation**

- How will the instructional strategies address all students' learning needs?
- How do you provide differentiated instructional methods within your lesson?
- How will the lesson engage and challenge all students of all levels?
- Why is it important to provide varied options for student mastery?
- Why is it important to provide multiple strategies to teach and assess students?
- How are lessons adapted and presented using a variety of strategies to reach all students?
- In what ways do you monitor student participation and performance? What do you do when these expectations are not present?
- What student behaviors do you look for during the lesson as signals that differentiation may be needed?
- How do you know when students are confused?
- What do you do when students become disengaged? How do you refocus instruction?

### **2.5 Monitor and Adjust**

- How will you check for understanding during the lesson?
- How will you use student feedback to make adjustments to your instruction?
- How does student engagement impact student performance?
- What strategies do you use to gather input from students? How is this information used to monitor and adjust instruction?



- How are activities adjusted to align with the lesson objective and yet meet students' needs?
- How is pacing monitored and adjusted to maximize learning and keep students progressing towards mastery? What behaviors might you see to indicate that pacing needs to be adjusted?
- What strategies do you use for ongoing checks for understanding?
- What kinds of questions do you ask when purposefully checking for understanding?
- What are some examples of specific, academic feedback you provide to students? How do students provide academic feedback to each other? What are students expected to do with the feedback?

### **3.1 Classroom Environment, Routines and Procedures**

- How do you ensure that routines, procedures and transitions are efficient in order to maximize student learning?
- How will different grouping strategies be used to encourage student responsibility for resources and materials?
- How do you build safety in the classroom, promoting open communications and/or collaboration?
- What are some strategies for involving students in leading and managing responsibilities within the classroom?
- How are students encouraged to take risks?
- What would students say about the environment – from both instructional and social-emotional aspects? How do you know that?
- If you could refine your routines and procedures, what would you do? Why?

### **3.2 Managing Student Behavior**

- What systems are in place to effectively monitor student behavior?
- How do you plan to address inappropriate behavior should that become an issue during instruction?
- How are students involved in developing classroom procedures?
- How are clear behavioral expectations communicated and monitored?
- What types of consequences do you use when behavior is inconsistent?
- What types of non-verbal signals do you use with students to re-direct behavior?
- What is the relationship between student behavior and student engagement?
- How does your behavior management system extend beyond classroom walls?

### **3.3 Classroom Culture**

- How do you determine/plan appropriate procedures to ensure a respectful classroom culture?
- How do you provide opportunities for students to collaborate and build a strong team culture?
- In what ways does your classroom culture reflect high expectations for performance and student-centered behaviors?
- How does the classroom culture ensure that relevant, meaningful learning is the norm?
- How are activities structured so that students are expected to collaborate positively with each other?
- How is positive rapport amongst students established and maintained?
- In what ways are students empowered to build a positive classroom culture that they own and respect?

## Texas Teacher Evaluation and Support System (T-TESS) Rubric

PLANNING Standards and Alignment (Dimension 1.1)					
Dimension 1.1 Standards and Alignment: The teacher designs clear, well-organized, sequential lessons that reflect best practice, align with standards and are appropriate for diverse learners.	STUDENT-CENTERED ACTIONS	DISTINGUISHED	ACCOMPLISHED	PROFICIENT	DEVELOPING
		IMPROVEMENT NEEDED			
Standards Basis: 1A, 1B, 3A, 3B, 3C		<ul style="list-style-type: none"><li>• All rigorous and measurable goals aligned to state content standards.</li><li>• All activities, materials and assessments that:<ul style="list-style-type: none"><li>◦ are logically sequenced</li><li>◦ are relevant to students' prior understanding and real-world applications</li><li>◦ integrate and reinforce concepts from other disciplines</li><li>◦ provide appropriate time for student work, student reflection, lesson and lesson closure</li><li>◦ deepen understanding of broader unit and course objectives</li><li>◦ are vertically aligned to state standards</li><li>◦ are appropriate for diverse learners</li></ul></li><li>• Objectives aligned and logically sequenced to the lesson's goal, providing relevant and enriching extensions of the lesson</li><li>• Integration of technology to enhance mastery of goal(s).</li></ul>	<ul style="list-style-type: none"><li>• All measurable goals aligned to state content standards.</li><li>• All activities, materials and assessments that:<ul style="list-style-type: none"><li>◦ are sequenced</li><li>◦ are relevant to students' prior understanding</li><li>◦ integrate other disciplines</li><li>◦ provide appropriate time for student work, lesson and lesson closure</li><li>◦ reinforce broader unit and course objectives</li><li>◦ are vertically aligned to state standards</li><li>◦ are appropriate for diverse learners</li></ul></li><li>• All objectives aligned and logically sequenced to the lesson's goal.</li><li>• Integration of technology to enhance mastery of goal(s).</li></ul>	<ul style="list-style-type: none"><li>• All goals aligned to state content standards.</li><li>• All activities, materials and assessments that:<ul style="list-style-type: none"><li>◦ are sequenced</li><li>◦ are relevant to students</li><li>◦ provide appropriate time for lesson and lesson closure</li><li>◦ fit into the broader unit and course objectives</li><li>◦ are appropriate for diverse learners.</li></ul></li><li>• All objectives aligned to the lesson's goal.</li><li>• Integration of technology when applicable.</li></ul>	<ul style="list-style-type: none"><li>• Most goals aligned to state content standards.</li><li>• Most activities, materials and assessments that:<ul style="list-style-type: none"><li>◦ are sequenced</li><li>◦ sometimes provide appropriate time for lesson and lesson closure</li></ul></li><li>• Lessons where most objectives are aligned and sequenced to the lesson's goal.</li></ul>
Potential Sources of Evidence: Conferences and conversations with the teacher; formal observations and walkthroughs; classroom artifacts; student growth processes					<ul style="list-style-type: none"><li>• Few goals aligned to state content standards.</li><li>• Few activities, materials and assessments that:<ul style="list-style-type: none"><li>◦ are sequenced</li><li>◦ rarely provide time for lesson and lesson closure</li></ul></li><li>• Lessons where few objectives are aligned and sequenced to the lesson's goal.</li></ul>
TEACHER-CENTERED ACTIONS					

PLANNING Data and Assessment (Dimension 1.2)				
Dimension 1.2 Data and Assessment: The teacher uses formal and informal methods to measure student progress, then manages and analyzes student data to inform instruction.	DISTINGUISHED	ACCOMPLISHED	PROFICIENT	IMPROVEMENT NEEDED
				DEVELOPING
<p><b>Standards Basis:</b> 1B, 1F, 2B, 2C, 5A, 5B, 5C, 5D</p> <p><b>Potential Sources of Evidence:</b> Conferences and conversations with the teacher; formal observations and walkthroughs; classroom artifacts; student growth processes; analysis of student data</p>	<ul style="list-style-type: none"> <li>Formal and informal assessments to monitor progress of all students, shares appropriate diagnostic, formative and summative assessment data with students to engage them in self-assessment, build awareness of their own strengths and weaknesses and track their own progress.</li> <li>Substantive, specific and timely feedback to students, families and other school personnel on the growth of students in relation to classroom and campus goals and engages with colleagues to adapt school-wide instructional strategies and goals to meet student needs while maintaining confidentiality.</li> <li>Analysis of student data connected to specific instructional strategies and use of results to reflect on his or her teaching and to monitor teaching strategies and behaviors in relation to student success.</li> </ul>	<ul style="list-style-type: none"> <li>Formal and informal assessments to monitor progress of all students and incorporate appropriate diagnostic, formative and summative assessments data into lesson plans.</li> <li>Substantive, specific and timely feedback to students, families and other school personnel on the growth of students in relation to classroom and campus goals, while maintaining student confidentiality.</li> <li>Analysis of student data connected to specific instructional strategies.</li> </ul>	<ul style="list-style-type: none"> <li>Formal and informal assessments to monitor progress of most students.</li> <li>Timely feedback to students and families.</li> <li>Utilization of multiple sources of student data.</li> </ul>	<ul style="list-style-type: none"> <li>Few formal and informal assessments to monitor student progress.</li> <li>Few opportunities for timely feedback to students or families.</li> <li>Utilization of few sources of student data.</li> </ul>
STUDENT-CENTERED ACTIONS			TEACHER-CENTERED ACTIONS	

PLANNING					
Knowledge of Students (Dimension 1.3)					
Dimension 1.3 Knowledge of Students:	DISTINGUISHED	ACCOMPLISHED	PROFICIENT	DEVELOPING	IMPROVEMENT NEEDED
Through knowledge of students and proven practices, the teacher ensures high levels of learning, social-emotional development and achievement for all students.	<ul style="list-style-type: none"> <li>All lessons that connect to students' prior knowledge, experiences, interests and future learning expectations across content areas.</li> <li>Guidance for students to apply their strengths, background knowledge, life experiences and skills to enhance each other's learning.</li> <li>Opportunities for students to utilize their individual learning patterns, habits and needs to achieve high levels of academic and social-emotional success.</li> </ul>	<ul style="list-style-type: none"> <li>All lessons that connect to students' prior knowledge, experiences and future learning expectations.</li> <li>Guidance for students to apply their strengths, background knowledge, life experiences and skills to enhance their own learning.</li> <li>Opportunities for students to utilize their individual learning patterns, habits and needs.</li> </ul>	<ul style="list-style-type: none"> <li>All lessons that connect to students' prior knowledge and experiences.</li> <li>Adjustments to address strengths and gaps in background knowledge, life experiences and skills of all students.</li> </ul>	<ul style="list-style-type: none"> <li>Most lessons that connect to students' prior knowledge and experiences.</li> <li>Adjustments to address strengths and gaps in background knowledge, life experiences and skills of most students.</li> </ul>	<ul style="list-style-type: none"> <li>Few lessons that connect to students' prior knowledge and experiences.</li> <li>Adjustments to address strengths and gaps in background knowledge, life experiences and skills of few students.</li> </ul>
Standards Basis: 1A, 1B, 1C, 2A, 2B, 2C					
Potential Sources of Evidence: Conferences and conversations with the teacher; formal observations and walkthroughs; classroom artifacts; student growth processes; analysis of student data					
STUDENT-CENTERED ACTIONS			TEACHER-CENTERED ACTIONS		

PLANNING Activities (Dimension 1.4)					
Dimension 1.4 Activities: The teacher plans engaging, flexible lessons that encourage higher- order thinking, persistence and achievement.  Standards Basis: 1B, 1C, 1D, 1E  Potential Sources of Evidence: Conferences and conversations with the teacher; formal observations and walkthroughs; classroom artifacts; student growth processes; analysis of student data	DISTINGUISHED	ACCOMPLISHED	PROFICIENT	DEVELOPING	IMPROVEMENT NEEDED
	<ul style="list-style-type: none"> <li>• Opportunities for students to generate questions that lead to further inquiry and promote complex, higher-order thinking, problem solving and real-world application</li> <li>• Instructional groups based on the needs of all students and maintains both group and individual accountability.</li> <li>• All students understanding their individual roles within instructional groups and facilitates opportunities for student input on goals and outcomes of activities.</li> <li>• Activities, resources, technology and instructional materials that are all aligned to instructional purposes, are varied and appropriate to ability levels of students.</li> </ul>	<ul style="list-style-type: none"> <li>• Questions that encourage all students to engage in complex, higher-order thinking and problem solving.</li> <li>• Instructional groups based on the needs of all students and maintains both group and individual accountability.</li> <li>• All students understanding their individual roles within instructional groups and facilitates opportunities for student input on goals and outcomes of activities.</li> <li>• Activities, resources, technology and instructional materials that are all aligned to instructional purposes, are varied and appropriate to ability levels of students.</li> </ul>	<ul style="list-style-type: none"> <li>• Questions that encourage all students to engage in complex, higher-order thinking.</li> <li>• Instructional groups based on the needs of all students.</li> <li>• All students understanding their individual roles within instructional groups.</li> <li>• Activities, resources, technology and instructional materials that are all aligned to instructional purposes.</li> </ul>	<ul style="list-style-type: none"> <li>• Questions that promote limited, predictable or rote responses and encourage some complex, higher-order thinking.</li> <li>• Instructional groups based on the needs of most students.</li> <li>• Most students understanding their individual roles within instructional groups.</li> <li>• Activities, resources, technology and/or instructional materials that are mostly aligned to instructional purposes.</li> </ul>	<ul style="list-style-type: none"> <li>• Encourages little to no complex, higher-order thinking.</li> <li>• Instructional groups based on the needs of a few students.</li> <li>• Lack of student understanding of their individual roles within instructional groups.</li> <li>• Activities, resources, technology and/or instructional materials misaligned to instructional purposes.</li> </ul>
STUDENT-CENTERED ACTIONS					TEACHER-CENTERED ACTIONS

INSTRUCTION				
Achieving Expectations (Dimension 2.1)				
Dimension 2.1 Achieving Expectations: The teacher supports all learners in their pursuit of high levels of academic and social- emotional success.	DISTINGUISHED	ACCOMPLISHED	PROFICIENT	DEVELOPING
<p><b>Standards Basis:</b> 1B, 1D, 1E, 2A, 2C, 3B, 4A, 4D, 5B</p> <p><b>Potential Sources of Evidence:</b> Conferences and conversations with the teacher; formal observations and walkthroughs; student growth processes; analysis of student data</p>	<ul style="list-style-type: none"> <li>Provides opportunities for students to establish high academic and social- emotional expectations for themselves.</li> <li>Persists with the lesson until there is evidence that all students demonstrate mastery of the objective.</li> <li>Provides opportunities for students to self-monitor and self-correct mistakes.</li> <li>Systematically enables students to set goals for themselves and monitor their progress over time.</li> </ul>	<ul style="list-style-type: none"> <li>Provides opportunities for students to establish high academic and social- emotional expectations for themselves.</li> <li>Persists with the lesson until there is evidence that most students demonstrate mastery of the objective.</li> <li>Anticipates student mistakes and encourages students to avoid common learning pitfalls.</li> <li>Establishes systems where students take initiative of their own learning and self-monitor.</li> </ul>	<ul style="list-style-type: none"> <li>Sets academic expectations that challenge all students.</li> <li>Persists with the lesson until there is evidence that some students demonstrate mastery of the objective.</li> <li>Addresses student mistakes and follows through to ensure student mastery.</li> <li>Provides students opportunities to take initiative of their own learning.</li> </ul>	<ul style="list-style-type: none"> <li>Sets academic expectations that challenge most students.</li> <li>Persists with the lesson until there is evidence that some students demonstrate mastery of the objective.</li> <li>Sometimes addresses student mistakes.</li> <li>Sometimes provides opportunities for students to take initiative of their own learning.</li> </ul>
				<ul style="list-style-type: none"> <li>Sets expectations that challenge few students.</li> <li>Concludes the lesson even though there is evidence that few students demonstrate mastery of the objective.</li> <li>Allows student mistakes to go unaddressed or confronts student errors in a way that discourages further effort.</li> <li>Rarely provides opportunities for students to take initiative of their own learning.</li> </ul>
STUDENT-CENTERED ACTIONS				TEACHER-CENTERED ACTIONS

INSTRUCTION				
Content Knowledge and Expertise (Dimension 2.2)				
Dimension 2.2 Content Knowledge and Expertise: The teacher uses content and pedagogical expertise to design and execute lessons aligned with state standards, related content and student needs.	DISTINGUISHED	ACCOMPLISHED	PROFICIENT	DEVELOPING
<p><b>Standards Basis:</b> 1A, 1C, 1E, 1F, 2C, 3A, 3B, 3C</p> <p><b>Potential Sources of Evidence:</b> Conferences and conversations with the teacher; formal observations and walkthroughs; student growth processes; analysis of student data</p>	<ul style="list-style-type: none"> <li>Displays extensive content knowledge of all the subjects she or he teaches and closely related subjects.</li> <li>Integrates learning objectives with other disciplines, content areas and real-world experience.</li> <li>Consistently anticipates possible student misunderstandings and proactively develops teaching techniques to mitigate concerns.</li> <li>Consistently provides opportunities for students to use different types of thinking (e.g., analytical, practical, creative and research-based).</li> <li>Sequences instruction that allows students to understand how the lesson fits within the structure of the discipline, the state standards, related content and within real-world scenarios.</li> </ul>	<ul style="list-style-type: none"> <li>Conveys a depth of content knowledge that allows for differentiated explanations.</li> <li>Integrates learning objectives with other disciplines and real-world experiences.</li> <li>Anticipates possible student misunderstandings and proactively develops teaching techniques to mitigate concerns.</li> <li>Regularly provides opportunities for students to use different types of thinking (e.g., analytical, practical, creative and research-based).</li> <li>Sequences instruction that allows students to understand how the lesson fits within the structure of the discipline and the state standards.</li> </ul>	<ul style="list-style-type: none"> <li>Conveys accurate content knowledge.</li> <li>Sometimes integrates learning objectives with other disciplines.</li> <li>Sometimes anticipates possible student misunderstandings.</li> <li>Sometimes provides opportunities for students to use different types of thinking (e.g., analytical, practical, creative and research-based).</li> </ul>	<ul style="list-style-type: none"> <li>Conveys inaccurate content knowledge that leads to student confusion.</li> <li>Rarely integrates learning objectives with other disciplines.</li> <li>Does not anticipate possible student misunderstandings.</li> <li>Provides few opportunities for students to use different types of thinking (e.g., analytical, practical, creative and research-based).</li> </ul>
STUDENT-CENTERED ACTIONS			TEACHER-CENTERED ACTIONS	

INSTRUCTION Communication (Dimension 2.3)				
Dimension 2.3 Communication: The teacher clearly and accurately communicates to support persistence, deeper learning and effective effort.	DISTINGUISHED	ACCOMPLISHED	PROFICIENT	DEVELOPING
<p>Standards Basis: 1D, 1E, 2A, 3A, 4D</p> <p>Potential Sources of Evidence: Conferences and conversations with the teacher; formal observations and walkthroughs; student growth processes; analysis of student data</p>	<ul style="list-style-type: none"> <li>Establishes classroom practices that encourage students to communicate safely and effectively using a variety of tools and methods with the teacher and their peers.</li> <li>Uses possible student misunderstandings at strategic points in lessons to highlight misconceptions and inspire exploration and discovery.</li> <li>Provides explanations that are clear and coherent and uses verbal and written communication that is clear and correct.</li> <li>Asks questions at the creative, evaluative and/or analysis levels that require a deeper learning and broader understanding of the objective of the lesson.</li> <li>Skillfully balances wait time, questioning techniques and integration of student responses to support student-directed learning.</li> <li>Skillfully provokes and guides discussion to pique curiosity and inspire student-led learning of meaningful and challenging content.</li> </ul>	<ul style="list-style-type: none"> <li>Establishes classroom practices that encourage all students to communicate effectively, including the use of visual tools and technology, with the teacher and their peers.</li> <li>Anticipates possible student misunderstandings and proactively develops techniques to address obstacles to learning.</li> <li>Provides explanations that are clear and coherent and uses verbal and written communication that is clear and correct.</li> <li>Asks questions at the creative, evaluative and/or analysis levels that focus on the objective of the lesson and provoke thought and discussion.</li> <li>Skillfully uses probing questions to clarify, elaborate and extend learning.</li> <li>Provides wait time when questioning students.</li> </ul>	<ul style="list-style-type: none"> <li>Establishes classroom practices that provide opportunities for most students to communicate effectively with the teacher and their peers.</li> <li>Recognizes student misunderstandings and responds with an array of teaching techniques to clarify concepts.</li> <li>Provides explanations that are clear and uses verbal and written communication that is clear and correct.</li> <li>Asks remember, understand and apply level questions that focus on the objective of the lesson and provoke discussion.</li> <li>Uses probing questions to clarify and elaborate learning.</li> </ul>	<ul style="list-style-type: none"> <li>Leads lessons with some opportunity for dialogue, clarification or elaboration.</li> <li>Recognizes student misunderstandings but has a limited ability to respond.</li> <li>Uses verbal and written communication that is generally clear with minor errors of grammar.</li> <li>Asks remember and understand level questions that focus on the objective of the lesson but do little to amplify discussion.</li> <li>Rarely asks questions, or asks questions that do not amplify discussion or align to the objective of the lesson.</li> </ul>
STUDENT-CENTERED ACTIONS				TEACHER-CENTERED ACTIONS





INSTRUCTION Differentiation (Dimension 2.4)				
Dimension 2.4 Differentiation: The teacher differentiates instruction, aligning methods and techniques to diverse student needs.	DISTINGUISHED	ACCOMPLISHED	PROFICIENT	IMPROVEMENT NEEDED
				DEVELOPING
<p><b>Standards Basis:</b> 1C, 1F, 2A, 2B, 2C, 3C, 4A, 5A, 5C, 5D</p> <p><b>Potential Sources of Evidence:</b> Conferences and conversations with the teacher; formal observations and walkthroughs; classroom artifacts; student growth processes; analysis of student data</p>	<ul style="list-style-type: none"> <li>Adapts lessons with a wide variety of instructional strategies to address individual needs of all students.</li> <li>Consistently monitors the quality of student participation and performance.</li> <li>Always provides differentiated instructional methods and content to ensure students have the opportunity to master what is being taught.</li> <li>Consistently prevents student confusion or disengagement by addressing learning and/or social/emotional needs of all students.</li> </ul>	<ul style="list-style-type: none"> <li>Adapts lessons to address individual needs of all students.</li> <li>Regularly monitors the quality of student participation and performance.</li> <li>Regularly provides differentiated instructional methods and content to ensure students have the opportunity to master what is being taught.</li> <li>Proactively minimizes student confusion or disengagement by addressing learning and/or social/emotional needs of all students.</li> </ul>	<ul style="list-style-type: none"> <li>Adapts lessons to address some student needs.</li> <li>Sometimes monitors the quality of student participation and performance.</li> <li>Sometimes provides differentiated instructional methods and content.</li> <li>Sometimes recognizes when students become confused or disengaged and minimally responds to student learning or social/emotional needs.</li> </ul>	<ul style="list-style-type: none"> <li>Provides one-size-fits-all lessons without meaningful differentiation.</li> <li>Rarely monitors the quality of student participation and performance.</li> <li>Rarely provides differentiated instructional methods and content.</li> <li>Does not recognize when students become confused or disengaged, or does not respond appropriately to student learning or social/emotional needs.</li> </ul>
STUDENT-CENTERED ACTIONS			TEACHER-CENTERED ACTIONS	

INSTRUCTION				
Monitor and Adjust (Dimension 2.5)				
Dimension 2.5 Monitor and Adjust: The teacher formally and informally collects, analyzes and uses student progress data and makes needed lesson adjustments.  <b>Standards Basis:</b> 1D, 1F, 2B, 2C, 3B, 4D, 5C, 5D  <b>Potential Sources of            Evidence:</b> Conferences and conversations with the teacher; formal observations and walkthroughs; classroom artifacts; student growth processes; analysis of student data	DISTINGUISHED	ACCOMPLISHED	PROFICIENT	DEVELOPING
	IMPROVEMENT NEEDED	TEACHER-CENTERED ACTIONS		
	<ul style="list-style-type: none"> <li>Systematically gathers input from students in order to monitor and adjust instruction, activities or pacing to respond to differences in student needs.</li> <li>Adjusts instruction and activities to maintain student engagement.</li> <li>Uses discreet and explicit checks for understanding through questioning and academic feedback.</li> </ul>	<ul style="list-style-type: none"> <li>Utilizes input from students in order to monitor and adjust instruction, activities and pacing to respond to differences in student needs.</li> <li>Adjusts instruction and activities to maintain student engagement.</li> <li>Continually checks for understanding through purposeful questioning and academic feedback.</li> </ul>	<ul style="list-style-type: none"> <li>Consistently invites input from students in order to monitor and adjust instruction and activities.</li> <li>Adjusts instruction and activities to maintain student engagement.</li> <li>Monitors student behavior and responses for engagement and understanding.</li> </ul>	<ul style="list-style-type: none"> <li>Sometimes utilizes input from students in order to monitor and adjust instruction and activities.</li> <li>Adjusts some instruction within a limited range.</li> <li>Sees student behavior but misses some signs of disengagement.</li> <li>Is aware of most student responses but misses some clues of misunderstanding.</li> </ul>
	<ul style="list-style-type: none"> <li>Rarely utilizes input from students in order to monitor and adjust instruction and activities.</li> <li>Persists with instruction or activities that do not engage students.</li> <li>Generally does not link student behavior and responses with student engagement and understanding.</li> <li>Makes no attempts to engage students who appear disengaged or disinterested.</li> </ul>	TEACHER-CENTERED ACTIONS		

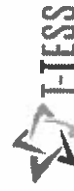
LEARNING ENVIRONMENT				
Classroom Environment, Routines and Procedures (Dimension 3.1)				
Dimension 3.1 Classroom Environment, Routines and Procedures: The teacher organizes a safe, accessible and efficient classroom.  <b>Standards Basis:</b> 1D, 4A, 4B, 4C, 4D  <b>Potential Sources of            Evidence:</b> Conferences and conversations with the teacher; formal observations and walkthroughs; classroom artifacts; analysis of student data	DISTINGUISHED	ACCOMPLISHED	PROFICIENT	DEVELOPING
	IMPROVEMENT NEEDED			
	<ul style="list-style-type: none"> <li>Establishes and uses effective routines, transitions and procedures that primarily rely on student leadership and responsibility.</li> <li>Students take primary leadership and responsibility for managing student groups, supplies, and/or equipment.</li> <li>The classroom is safe and thoughtfully designed to engage, challenge and inspire students to participate in high-level learning beyond the learning objectives.</li> </ul>	<ul style="list-style-type: none"> <li>Establishes and uses effective routines, transitions and procedures that she or he implements effortlessly.</li> <li>Students take some responsibility for managing student groups, supplies and/or equipment.</li> <li>The classroom is safe, inviting and organized to support learning objectives and is accessible to all students.</li> </ul>	<ul style="list-style-type: none"> <li>All procedures, routines and transitions are clear and efficient.</li> <li>Students actively participate in groups, manage supplies and equipment with very limited teacher direction.</li> <li>The classroom is safe and organized to support learning objectives and is accessible to most students.</li> </ul>	<ul style="list-style-type: none"> <li>Most procedures, routines and transitions provide clear direction but others are unclear and inefficient.</li> <li>Students depend on the teacher to direct them in managing student groups, supplies and/or equipment.</li> <li>The classroom is safe and accessible to most students, but is disorganized and cluttered.</li> </ul>
	<ul style="list-style-type: none"> <li>Few procedures and routines guide student behavior and maximize learning. Transitions are characterized by confusion and inefficiency.</li> <li>Students often do not understand what is expected of them.</li> <li>The classroom is unsafe, disorganized and uncomfortable.</li> <li>Some students are not able to access materials.</li> </ul>			
STUDENT-CENTERED ACTIONS		TEACHER-CENTERED ACTIONS		

LEARNING ENVIRONMENT					
Managing Student Behavior (Dimension 3.2)					
Dimension 3.2 Managing Student Behavior: The teacher establishes, communicates and maintains clear expectations for student behavior.  Standards Basis: 4A, 4B, 4C, 4D  Potential Sources of Evidence: Conferences and conversations with the teacher; formal observations and walkthroughs; classroom artifacts; analysis of student data	DISTINGUISHED	ACCOMPLISHED	PROFICIENT	DEVELOPING	
	IMPROVEMENT NEEDED				
	<ul style="list-style-type: none"><li>Consistently monitors behavior subtly, reinforces positive behaviors appropriately and intercepts misbehavior fluidly.</li><li>Students and the teacher create, adopt and maintain classroom behavior standards.</li></ul>	<ul style="list-style-type: none"><li>Consistently encourages and monitors student behavior subtly and responds to misbehavior swiftly.</li><li>Most students know, understand and respect classroom behavior standards.</li></ul>	<ul style="list-style-type: none"><li>Consistently implements the campus and/or classroom behavior system proficiently.</li><li>Most students meet expected classroom behavior standards.</li></ul>	<ul style="list-style-type: none"><li>Inconsistently implements the campus and/or classroom behavior system.</li><li>Student failure to meet expected classroom behavior standards interrupts learning.</li></ul>	<ul style="list-style-type: none"><li>Rarely or unfairly enforces campus or classroom behavior standards.</li><li>Student behavior impedes learning in the classroom.</li></ul>
STUDENT-CENTERED ACTIONS			TEACHER-CENTERED ACTIONS		

LEARNING ENVIRONMENT Classroom Culture (Dimension 3.3)					
Dimension 3.3 Classroom Culture: The teacher leads a mutually respectful and collaborative class of actively engaged learners.  Standards Basis: 1E, 1F, 3B, 4C, 4D, 5A, 5B, 5D  Potential Sources of Evidence: Conferences and conversations with the teacher; formal observations and walkthroughs; classroom artifacts; analysis of student data	DISTINGUISHED	ACCOMPLISHED	PROFICIENT	DEVELOPING	IMPROVEMENT NEEDED
	<ul style="list-style-type: none"><li>Consistently engages all students with relevant, meaningful learning based on their interests and abilities to create a positive rapport amongst students.</li><li>Students collaborate positively and encourage each other's efforts and achievements.</li></ul>	<ul style="list-style-type: none"><li>Engages all students with relevant, meaningful learning, sometimes adjusting lessons based on student interests and abilities.</li><li>Students collaborate positively with each other and the teacher.</li></ul>	<ul style="list-style-type: none"><li>Engages all students in relevant, meaningful learning.</li><li>Students work respectfully individually and in groups.</li></ul>	<ul style="list-style-type: none"><li>Establishes a learning environment where most students are engaged in the curriculum.</li><li>Students are sometimes disrespectful of each other.</li></ul>	<ul style="list-style-type: none"><li>Establishes a learning environment where few students are engaged in the curriculum.</li><li>Students are disrespectful of each other and of the teacher.</li></ul>
STUDENT-CENTERED ACTIONS ←			TEACHER-CENTERED ACTIONS →		



PROFESSIONAL PRACTICES AND RESPONSIBILITIES Professional Demeanor and Ethics (Dimension 4.1)					
Dimension 4.1 Professional Demeanor and Ethics: The teacher meets district expectations for attendance, professional appearance, decorum, procedural, ethical, legal and statutory responsibilities.	STUDENT-CENTERED ACTIONS	DISTINGUISHED	ACCOMPLISHED	PROFICIENT	TEACHER-CENTERED ACTIONS
<b>Standards Basis:</b> 6B, 6C, 6D  <b>Potential Sources of Evidence:</b> Conferences and conversations with the teacher; formal observations and walkthroughs; classroom artifacts; analysis of student data; daily interaction with others		<ul style="list-style-type: none"> <li>Behaves in accordance with the Code of Ethics and Standard Practices for Texas Educators.</li> <li>Models all professional standards (e.g., attendance, professional appearance and behaviors) across the campus and district for educators and students.</li> <li>Advocates for the needs of all students in the classroom and campus.</li> </ul>	<ul style="list-style-type: none"> <li>Behaves in accordance with the Code of Ethics and Standard Practices for Texas Educators.</li> <li>Models all professional standards (e.g., attendance, professional appearance and behaviors) within the classroom.</li> <li>Advocates for the needs of all students in the classroom.</li> </ul>	<ul style="list-style-type: none"> <li>Behaves in accordance with the Code of Ethics and Standard Practices for Texas Educators.</li> <li>Meets most professional standards (e.g., attendance, professional appearance and behaviors).</li> </ul>	<ul style="list-style-type: none"> <li>Fails to meet the Code of Ethics and Standard Practices for Texas Educators.</li> <li>Meets few professional standards (e.g., attendance, professional appearance and behaviors) or violates legal requirements.</li> </ul>

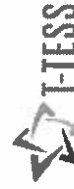


**PROFESSIONAL PRACTICES AND RESPONSIBILITIES**  
**Goal Setting (Dimension 4.2)**

<p><b>Dimension 4.2</b>  <b>Goal Setting:</b>  The teacher reflects on his/her practice.</p> <p><b>Standards Basis:</b>  SD, 6A, 6B</p> <p><b>Potential Sources of Evidence:</b> Goal-setting and professional development plan (GSPD); conferences and conversations with the teacher, including the end-of-year conference; analysis of student data</p>	DISTINGUISHED	ACCOMPLISHED	PROFICIENT	DEVELOPING	IMPROVEMENT NEEDED
	<ul style="list-style-type: none"> <li>Consistently sets, modifies and meets short- and long-term professional goals based on self-assessment, reflection, peer and supervisor feedback, contemporary research and analysis of student learning.</li> <li>Implements substantial changes in practice resulting in significant improvement in student performance.</li> </ul>	<ul style="list-style-type: none"> <li>Sets some short- and long-term professional goals based on self-assessment, reflection, peer and supervisor feedback, contemporary research and analysis of student learning.</li> <li>Meets all professional goals resulting in improvement in practice and student performance.</li> </ul>	<ul style="list-style-type: none"> <li>Sets short- and long-term professional goals based on self-assessment, reflection and supervisor feedback.</li> <li>Meets all professional goals resulting in improvement in practice and student performance.</li> </ul>	<ul style="list-style-type: none"> <li>Sets short-term goals based on self-assessment.</li> <li>Meets most professional goals resulting in some visible changes in practice.</li> </ul>	<ul style="list-style-type: none"> <li>Sets low or ambiguous goals unrelated to student needs or self-assessment.</li> <li>Meets few professional goals and persists in instructional practices that remain substantially unimproved over time.</li> </ul>

STUDENT-CENTERED ACTIONS

TEACHER-CENTERED ACTIONS



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**PROFESSIONAL PRACTICES AND RESPONSIBILITIES**  
**Professional Development (Dimension 4.3)**

<p><b>Dimension 4.3</b>  <b>Professional Development:</b>  The teacher enhances the professional community.</p> <p><b>Standards Basis:</b>  3A, 6A, 6B, 6C</p> <p><b>Potential Sources of Evidence:</b> Goal-setting and professional development plan (GSPD); conferences and conversations with the teacher, including the end-of-year conference; analysis of student data; daily interaction with others</p>	DISTINGUISHED	ACCOMPLISHED	PROFICIENT	DEVELOPING	IMPROVEMENT NEEDED
	<ul style="list-style-type: none"> <li>Leads colleagues collaboratively in and beyond the school to identify professional development needs through detailed data analysis and self-reflection.</li> <li>Seeks resources and collaboratively fosters faculty knowledge and skills.</li> <li>Develops and fulfills the school and district improvement plans through professional learning communities, grade- or subject-level team leadership, committee leadership or other opportunities beyond the campus.</li> </ul>	<ul style="list-style-type: none"> <li>Leads colleagues collaboratively on campus to identify professional development needs through self-reflection.</li> <li>Fosters faculty knowledge and skills in support of the school improvement plan through professional learning communities, grade- or subject-level team leadership, committee membership or other opportunities beyond the campus.</li> </ul>	<ul style="list-style-type: none"> <li>Collaboratively practices in all scheduled professional development activities, campus professional learning communities, grade- or subject-level team membership, committee membership or other opportunities.</li> </ul>	<ul style="list-style-type: none"> <li>Engages in most scheduled professional development activities, professional learning communities, committee, grade- or subject-level team meetings as directed.</li> </ul>	<ul style="list-style-type: none"> <li>Engages in few professional development activities, professional learning communities or committees to improve professional practice.</li> </ul>

STUDENT-CENTERED ACTIONS

TEACHER-CENTERED ACTIONS



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**PROFESSIONAL PRACTICES AND RESPONSIBILITIES**  
**School Community Involvement (Dimension 4.4)**

<p><b>Dimension 4.4</b>  <b>School Community Involvement:</b>  The teacher demonstrates leadership with students, colleagues, and community members in the school, district and community through effective communication and outreach.</p> <p><b>Standards Basis:</b>  2A, 2B, 4A, 4D, 5B, 6B, 6C, 6D</p> <p><b>Potential Sources of Evidence:</b>  Conferences and conversations with the teacher, including the end-of-year conference; classroom artifacts; student data; daily interaction with others</p>	DISTINGUISHED	ACCOMPLISHED	PROFICIENT	DEVELOPING	IMPROVEMENT NEEDED
	<ul style="list-style-type: none"> <li>Systematically contacts parents/guardians regarding students' academic and social/emotional growth through various methods.</li> <li>Initiates collaborative efforts that enhance student learning and growth.</li> <li>Leads students, colleagues, families and community members toward reaching the mission, vision and goals of the school.</li> </ul>	<ul style="list-style-type: none"> <li>Systematically contacts parents/guardians regarding students' academic and social/emotional growth through various methods.</li> <li>Joins colleagues in collaborative efforts that enhance student learning and welfare.</li> <li>Clearly communicates the mission, vision and goals of the school to students, colleagues, parents and families, and other community members.</li> </ul>	<ul style="list-style-type: none"> <li>Contacts parents/guardians regularly regarding students' academic and social/emotional growth.</li> <li>Actively participates in all school outreach activities</li> <li>Communicates the mission, vision and goals of the school to students, colleagues, parents and families.</li> </ul>	<ul style="list-style-type: none"> <li>Contacts parents/guardians in accordance with campus policy.</li> <li>Attends most required school outreach activities.</li> <li>Communicates school goals to students, parents and families.</li> </ul>	<ul style="list-style-type: none"> <li>Contacts parents generally about disciplinary matters.</li> <li>Attends few required school outreach activities.</li> </ul>

STUDENT-CENTERED ACTIONS

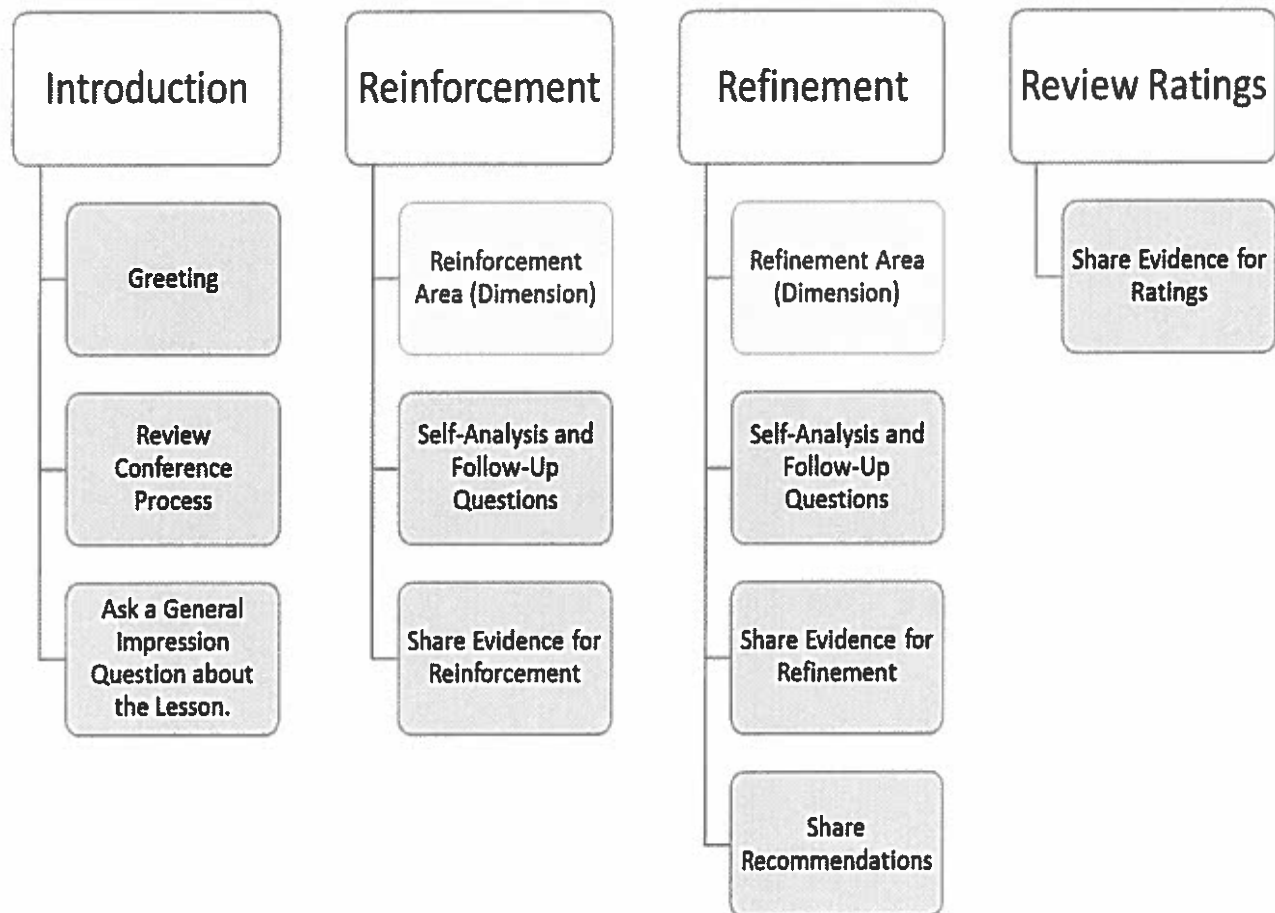
TEACHER-CENTERED ACTIONS



<b>RUBRIC WORD BANK</b> (with examples of qualifiers that are interchangeably used)					
<b>DIMENSION EXAMPLE;</b>	<b>DISTINGUISHED</b>	<b>ACCOMPLISHED</b>	<b>PROFICIENT</b>	<b>DEVELOPING</b>	<b>IMPROVEMENT NEEDED</b>
LEARNING ENVIRONMENT: CLASSROOM CULTURE	ALL	ALL	ALL	MOST	FEW
LEARNING ENVIRONMENT: MANAGING STUDENT BEHAVIOR	CONSISTENTLY	CONSISTENTLY	CONSISTENTLY	INCONSISTENTLY	RARELY
INSTRUCTION: ACHIEVING EXPECTATIONS	ALL	MOST	MOST	SOME	FEW
INSTRUCTION: CONTENT KNOWLEDGE AND EXPERTISE	CONSISTENTLY	REGULARLY	DOES (ACTION)	SOMETIMES	FEW
INSTRUCTION: DIFFERENTIATION	ALWAYS	REGULARLY	DOES (ACTION)	SOMETIMES	DOES NOT (ACTION)
	MOVES TO STUDENT-CENTERED ACTIONS	MOVES TO STUDENT-CENTERED ACTIONS	FOCUSES ON MOSTLY TEACHER- CENTERED ACTIONS	FOCUSES ON TEACHER- CENTERED ACTIONS	FOCUSES ON TEACHER- CENTERED ACTIONS

## Teacher Handout #3

### Four Key Elements of the Instructional Post-Conference



# TEXTBOOK LIST



# COLLEGE OF EDUCATION & HUMAN DEVELOPMENT

# LAMAR UNIVERSITY

## Educational Leadership Book List

Bambrick-Santoyo, Paul. *Driven by Data: A Practical Guide to Improved Instruction*. San Francisco: John Wiley & Sons, 2010. **\$24.00**

Bambrick-Santoyo, Paul. *Get Better Faster: A 90-Day Plan for Coaching New Teachers*. San Francisco: John Wiley & Sons, 2016. **\$21.27**

Bambrick-Santoyo, Paul. *Leverage Leadership: A Practical Guide to Building Exceptional Schools*. John Wiley & Sons, 2012. **\$19.66**

Desravines, Jean, Jaime Aquino, and Benjamin Fenton. *Breakthrough Principals: A Step-by-Step Guide to Building Stronger Schools*. Jossey-Bass, 2016. **\$19.24**

Lemov, Doug. *Teach Like a Champion 2.0: 62 Techniques that Put Students on the Path to College*. Jossey-Bass, 2015 **\$19.70**

Love, Nancy B., Katherine E. Stiles, Susan E. Mundry, and Kathryn DiRanna, editors. *The Data Coach's Guide to Improving Learning for All Students: Unleashing the Power of Collaborative Inquiry*. Corwin Press, 2008. **\$39.51**

Marshall, Kim. *Rethinking Teacher Supervision and Evaluation: How to Work Smart, Build Collaboration, and Close the Achievement Gap*. 2nd ed. Jossey-Bass. 2013. **\$18.27**

Patterson, Kerry, Joseph Grenny, Ron McMillan, and Al Switzler. *Crucial Conversations: Tools for Talking When Stakes Are High*. 2nd ed. McGraw-Hill Education. 2012. **\$10.34**

Stone, Douglas, Bruce Patton, and Sheila Heen. *Difficult Conversations: How to Discuss What Matters Most*. 10th anniversary ed. Penguin Books, 2010. **\$13.60**

Villegas, Ana Maria, and Tamara Lucas. *Educating Culturally Responsive Teachers: A Coherent Approach*. State University of New York Press. 2002. **\$33.95**

Deweck, Carol. *Mindset: The New Psychology of Success*. Ballantine Books; Reprint, Updated edition. 2007. **\$10.20**

Ubben, G., Hughes, L., Norris, C. (2016). *The Principal: Creative Leadership for Excellence in Schools*. Boston: Pearson. (8th edition) Ebook **\$16.00**

Walsh, Jim; Kemerer, Frank; Maniotis, Laurie. (2014). *The Educator's Guide to Texas School Law* (Eighth ed.). Austin, Texas: University of Texas Press. **\$20.00**

Martin, G. E., Danzig, A. B., Wright, W. F., Flanary, R. A., & Orr, M. T. (2017). School leader internship: Developing, monitoring, and evaluating your leadership experience, (4th Ed.). New York, NY: Routledge. Cost \$34.36

**Total: \$300.00**